college
AND UNIVERSITY
business

AUGUST 1958

Designing the College Catalog

Fringe Benefits and Prestige Items

When You Protect Property, You Protect Life

Publicity Campaigns Can Pay Off

Food Service Frustrations

SCIENCE BUILDING, BLACKBURN UNIVERSITY, CARLINVILLE, ILL. (page 32)

of course it's...

FIBERESIN*

SOLID PLASTIC TOPS

on that wonderful furniture by . . . SLIGH-Lowry

Shown above is a grouping of Sligh's smart and practical #700 Contract Group. Hard maple with "Tan Cork" FIBERESIN Solid Plastic Tops. Beds have metal frames on glides.

because

FIBERESIN Plastic Tops are durable. The smooth, ripple-free surface compliments AND adds long-life to fine furniture. The hard, dense edges need no undesirable edge banding.

FIBERESIN Plastic Tops have no "layers" to separate or cause slivers. The satin-like finish is in perfect keeping with the traditional finish of quality furniture.

FIBERESIN The tough plastic surface is virtually indestructible. Staining, chipping, cracking, and scratching are practically impossible. No warping, no veneer layers, no metal or wood edges.

FIBERESIN The FIBERESIN surface scored A+ in reflectance tests conducted by the University of Wisconsin showing ideal reflectance value of 40-50% . . . important for desks; desirable for other furniture.

FIBERESIN Maintenance is no problem. Marks and stains are readily removed by wiping with a damp cloth. A FIBERESIN Plastic Top never needs refinishing.

*__FIBERESIN__ a laminated board having a melamine resin plastic surface on an extremely dense core of wood fibre and phenolic resin. This combination of materials is welded together in hydraulic hot plate presses at accurately controlled high temperatures and pressures. The decorative wood grain patterns and colors are an integral part of the surface.

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general contractor
HOWE BROTHERS
plumbing contractor
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plumbing wholesaler & fixture manufacturer

AN ARCHITECTURAL TRIUMPH

• The new $20-million UNION OIL CENTER, Los Angeles, is a complex of four ultramodern office buildings which occupies more than a square block —nearly 5 acres. The three principal buildings, which form a "**U**," are joined only at lobby and mezzanine levels. The 13-story Home Office, highest structure in the city, forms the base of the "**U**." Facing it from the opposite side of a cross street and joined by pedestrian bridges, is a 2-story building housing a large auditorium, lounges and cafeteria. In the main building electronically controlled, operatorless elevators serve all 13 floors. High speed escalators serve the lobby and the six floors above, and also all floors in the two 4-story buildings. All buildings are comfortized by a high velocity dual-duct air conditioning system. Facades of all buildings are metal and glass. Windows are top-hinged and in-swinging to permit cleaning from inside. For these praiseworthy Union Oil Center buildings SLOAN *Flush* VALVES were specified.

SLOAN *Flush* VALVES

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Another achievement in efficiency, endurance and economy is the SLOAN *Act-O-Matic* SHOWER HEAD, which is automatically self-cleaning each time it is used! No clogging. No dripping. Architects and Engineers specify, and Wholesalers and Master Plumbers recommend the *Act-O-Matic*—the better shower head for better bathing.

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A Volkswagen Station Wagon performs efficiently scores of tasks for colleges and universities. From quick pick-up and delivery service . . . to student or faculty field trips, the Volkswagen is always a campus favorite. Seats nine adults most comfortably.

Summa cum load

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This engineered dependability is backed up by an unparalleled worldwide service organization. When service *is* needed, you get the best. Strategically-located warehouses and Volkswagen authorized service centers in all 49 (!) states maintain a complete stock of genuine VW parts for fast service. *No wonder a Volkswagen costs less to buy, run, and maintain.*

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AMONG THE AUTHORS: **Harold C. Cope,** business manager of Earlham College, Richmond, Ind., entered the college administrative field through the food service department. He is a graduate from the hotel administration course at Cornell University, and that helps account for his concern for personnel problems. He reports in this issue on a survey made by Earlham College to determine the influence of fringe benefits and similar factors on faculty retention. Mr. Cope became associated with Earlham College in 1946 as dietitian, and later became manager of residence halls. This month he assumes his new duties as business manager . . . . **Richard J. Lichtenfelt,** director of the Fred L. Keeler Union Building and the college food services at Central Michigan College, Mount Pleasant, recounts the many frustrations university food service directors experience as they attempt to develop a good food service program for their clientele. As a navy officer during World War II, Mr. Lichtenfelt traveled to England, Ireland, South America, Hawaii, Philippine Islands, Japan and the South Pacific. He has been in his present position at Central Michigan College for the last 12 years.

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QUESTIONS AND ANSWERS

Management Technics

Question: What improvements in management technics would show the greatest returns for the least investment in operation of college business offices? — H.M. Fla.

ANSWER: The improvement in management technics for a college business office is partially dependent upon the scope of responsibility of the business office. Management technics may apply only to office procedure within the business office or they may apply to all functions generally classified under business administration. If business functions are centralized under a single management and include supervision of service enterprises, auxiliary enterprises, space utilization, and all phases of the operation of the physical plant, the possibilities for improvement in technics are very substantial.

One of the most important areas involves improvement in effective utilization of space. An analysis of space use and a positive program of space assignment coupled with standards and norms can be undertaken at a fairly modest cost. A careful analysis of food costs per meal served in dining halls also can be made without a major investment.

In service enterprises, such as transportation, laundry and printing, or in central services, such as stenographic service, mail and messenger, receiving and stores, attention might be given to the stand-by time required. Frequently idle time or obsolete inventories preclude the possibility of effective or efficient service.

Consideration also may be given to the expense involved in distributing costs of certain services. For example, allocation of telephone rental charges, excluding long distance calls, can be justified only on the basis of cost distribution or control if the departments involved all receive support from general funds of the institution. Perhaps the establishment of a standard telephone service charged against a single budget might be less costly than detailed allocations by departments.

No completely satisfactory technics have as yet been developed to assure maximum efficiency in office operation. A constant scrutiny of procedures, the flow of forms and documents, the shuffling of papers, and the method of filing is essential in any office management. Unnecessary procedures and unnecessary paper work frequently can be eliminated as a result of careful analysis. Central filing in larger organizations also can help to reduce costs and improve efficiency.—RAYMOND W. KETTLER, *controller, Regents of the University of California.*

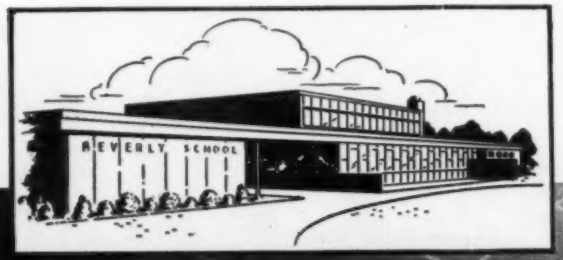
If you have a question on business or departmental administration that you would like to have answered, send your query to COLLEGE and UNIVERSITY BUSINESS, 919 North Michigan Avenue, Chicago 11, Ill.

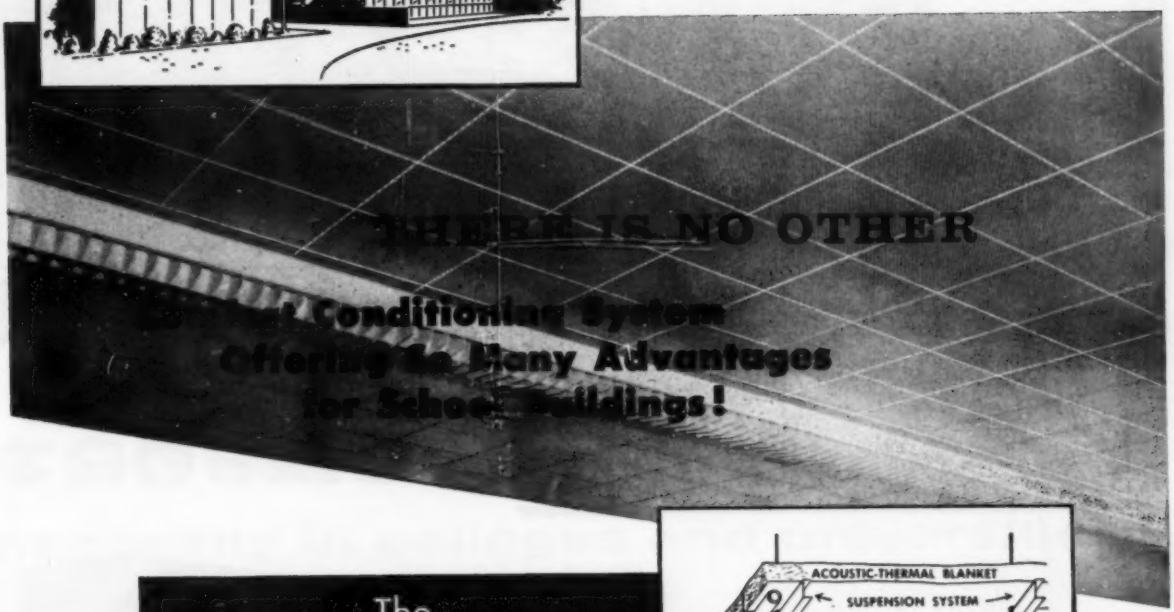
Effects of Automation

Question: What effect will automation have in the future planning of college kitchens and halls?—T.B., Tex.

ANSWER: The constantly rising labor costs have forced increasing numbers of food service operators to use automatic equipment of all kinds. Too, many types of automatic equipment take the guesswork out of food preparation in addition to reducing labor costs. In my opinion, vending machines are not as yet perfected as to product or operation.

However, college food service requires the human touch. Colleges and universities are interested in a "dining" atmosphere as opposed to just "eating." There is a need for esthetic judgment as well as for personalized service. Obviously, a machine cannot think or feel. It is important, therefore, for the food service director to study each new development in automation to determine how it will serve the particular need of each operation. It is also important to remember that replacing several employes with an automatic device may not mean a real reduction in labor costs, for, after all, any automatic equipment requires a trained mechanic to keep it running efficiently.—LOREN V. KOTTNER, *director, student union, Kansas State College.*





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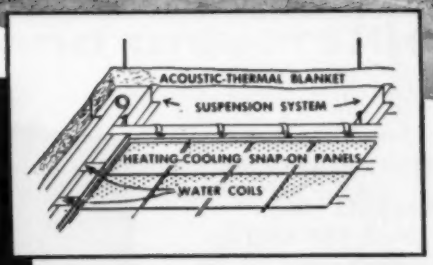

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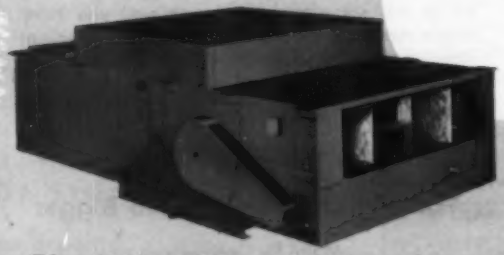

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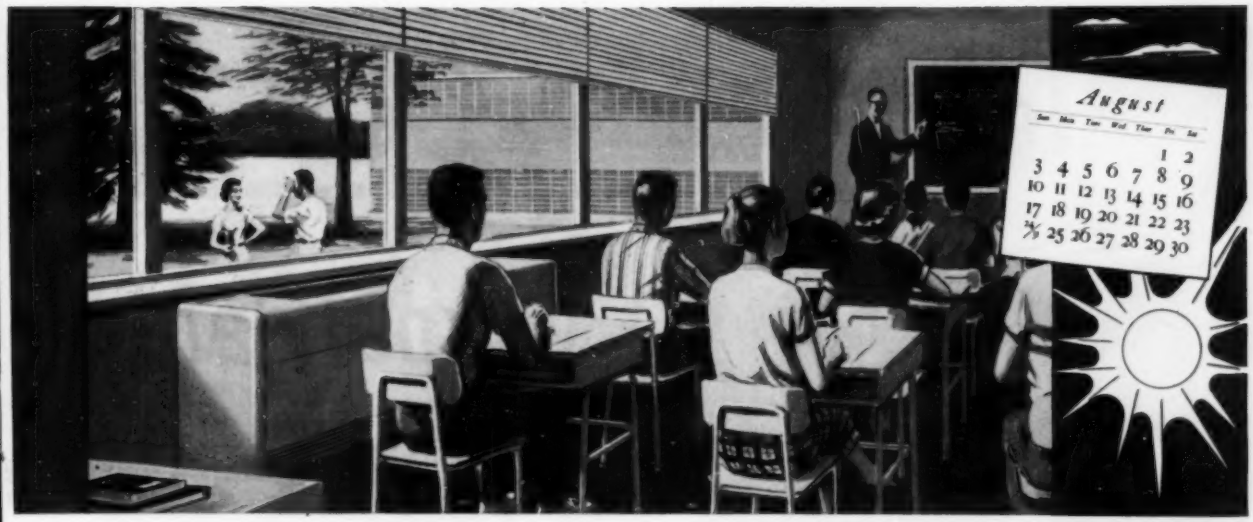

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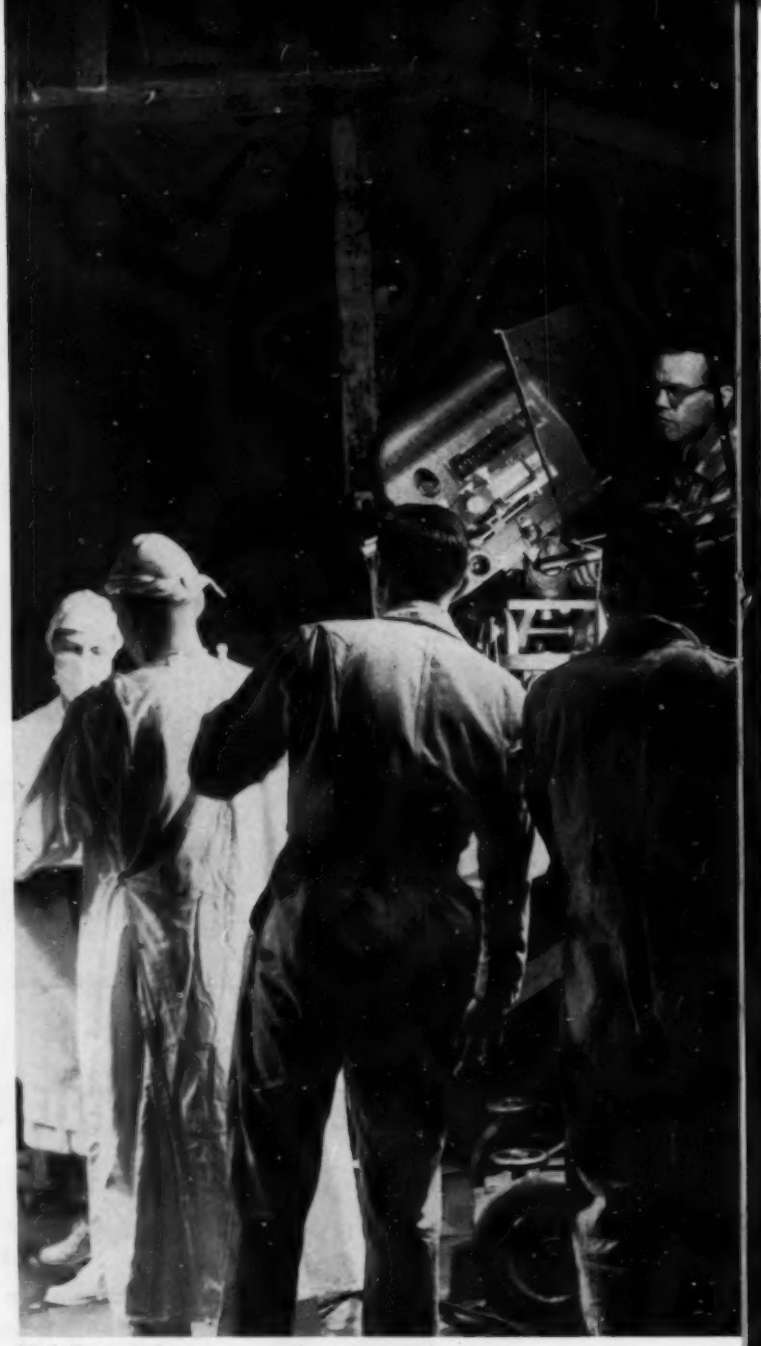

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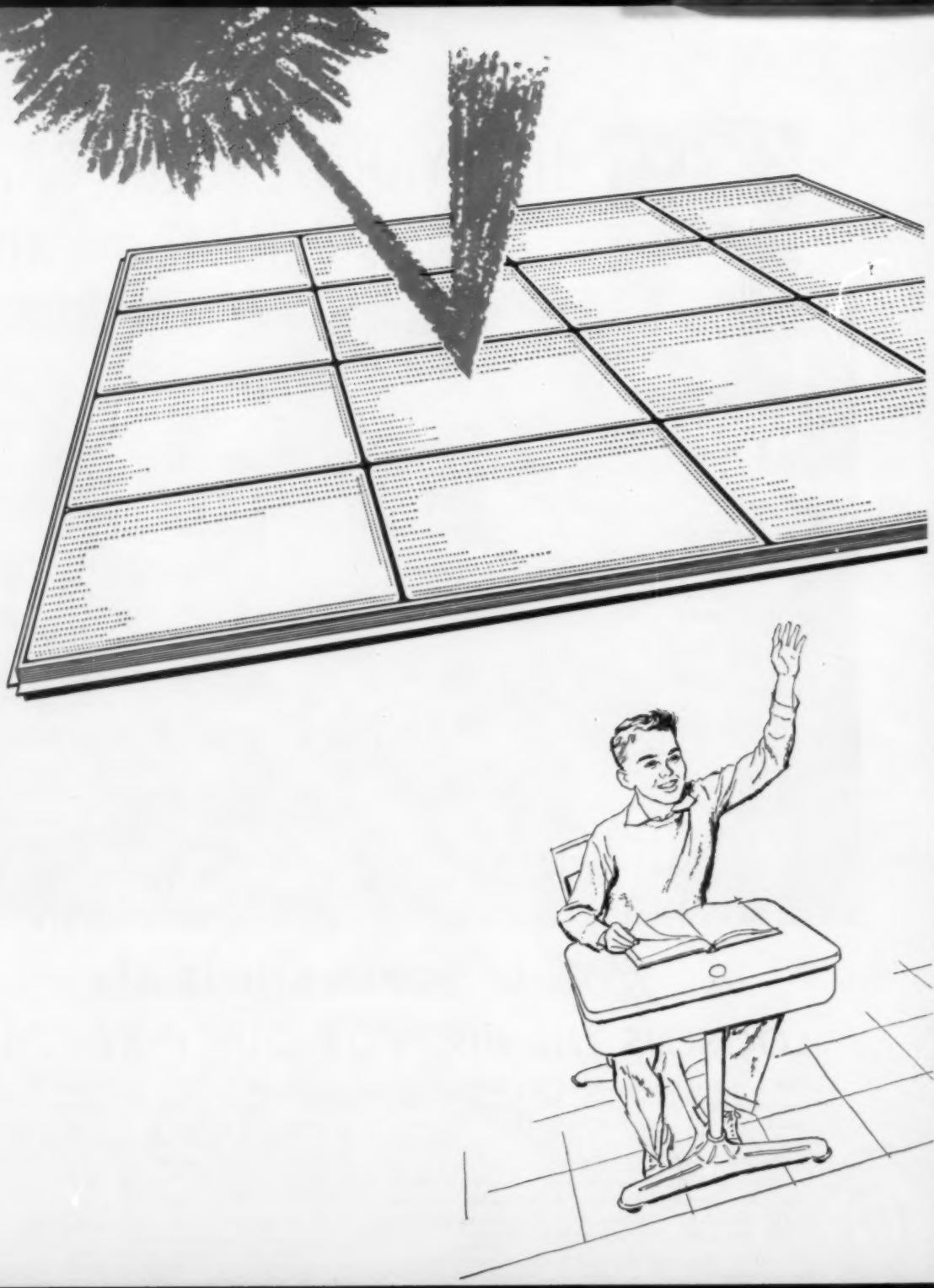

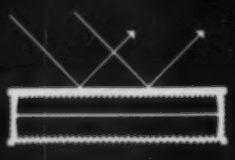

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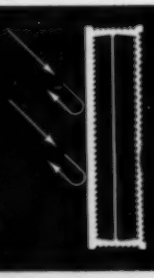

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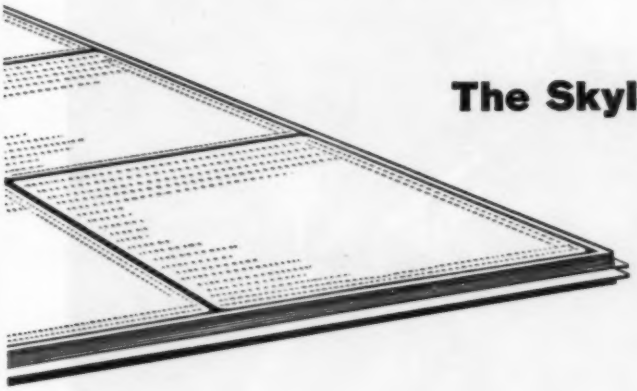

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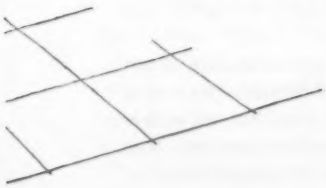

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GUEST EDITORIAL

Better Utilization —But Watch Out!

DONOVAN E. SMITH
Specialist in Physical Planning
University of California, Berkeley

AT TODAY'S CONSTRUCTION COSTS, EACH OF THE MILlions of student-stations in college classrooms represents a capital outlay of hundreds of dollars, and each student-station in laboratories an investment running well into four figures. Yet I rarely find a college or university in which the average student-station is scheduled as many as 20 hours per week. More often—typically, in fact—the average station utilization rate is only about 10 scheduled student hours per week per station.

When asked for an offhand statement, many administrators assert that utilization studies have been made in their institutions. When pressed for details, however, almost every one of those administrators can point to nothing more than the scraps of paper on which the class schedules were drafted, not even to an accurate record of the room assignments and section enrollments that developed in the first few weeks of the term, to say nothing of anything amounting to an analysis of those data. Many institutions are therefore unwittingly in danger of wasting capital outlay funds, which are much more limited than the approaching numbers of students.

Equally great dangers lie, however, in the path of those who regard the conventional measurements of space utilization as the principal clue to an institution's space problems. It may have been demonstrated statistically that the station utilization rate in the institution can, for example, be doubled. The conclusion may then have been reached that doubling the enrollment should therefore require no significant addition to the physical plant. Such a conclusion ignores the fact that classrooms and teaching laboratories account for the lesser part of the institution's total assignable floor area—as little as one-sixth in the case of a research oriented university with extensive residence halls, and commonly less than one-third in most types of colleges.

Intelligent action on the basis of conventional utilization studies *can* reduce capital outlay requirements by substantial amounts, but one should not overlook the problems of providing offices and research facilities for an increased staff and of providing such facilities as libraries, residence halls, student unions, and cafeterias for an expanded student body, to say nothing of parking lots.

There is also a very great potential danger in the most comprehensive study and in the most carefully developed space assignment standards. The very act of giving close attention to existing practices is likely to obscure, if not preclude, the possibility of developing entirely new educational technics, new methods of teaching that will require physical facilities quite different from anything being built today.

On this page sometime ago, President Francis H. Horn of Pratt Institute proposed the establishment of "an Institute for Advanced Planning, not to be concerned primarily with statistics or curriculums or finances . . . [but, instead, to promote speculations out of which] might come ideas and suggestions to the colleges and universities that would result in a program and pattern of higher education genuinely suited to the last quarter of the Twentieth Century."

I applaud this suggestion because I believe that future circumstances, *e.g.* a shortage of qualified instructors, will *force* us to develop such startlingly new educational technics that the statistician still tabulating class-hours and assignments might as well be working at Dinosaur National Monument.

Perhaps by the end of the century the average student will be both living *and learning* in a small but comfortable room to which the world's entire store of knowledge—not only as recorded in books, but also as then recorded on film and tape in three-dimensional color with sound and perhaps even touch, taste, smell, and the essence of thought—can be brought to the individual student at his pressing a button on the end of whatever will then have supplanted coaxial cable. We may not have anything quite that fantastic within a decade or two, but we cannot imagine the technological developments that will occur within half the life of the buildings we're constructing today.

Meanwhile, by studying the current situations and acting on the basis of the findings, we can achieve much better utilization of our existing facilities and thereby at least minimize our expenditures for new facilities that will become obsolete well within their lifetime. But watch out—don't also help, incidentally, to dig the educational rut any deeper than it already is!

LOOKING FORWARD

Federal Scholarship Proposals

MUCH OF THE LEGISLATION BEING PROPOSED IN CONgress in behalf of higher education is for the purpose of providing a federal scholarship program for high school graduates. Is such a program necessary?

John M. Stalnaker, president of the National Merit Scholarship Corporation, in testimony on March 20, 1958, before the House committee on education and labor had this to say:

"Scholarship programs are frequently intended to remedy the loss of talent, to encourage and make it possible for able students to go to college. The bills proposed have this as a purpose. Here we can consider some facts. If we select, state by state, prorated by population, the best 10,000 students by the usual technics, how many are not already college bound?

"In the National Merit Scholarship Program last year, we identified some 15,000 students. We have since then checked samples of these students to determine how many are not in college. Of the top 7500 students, drawn from each state in proportion to population, just as both bills (H.R. 10278 and H.R. 10381) propose, we find about 97 per cent in college. Of the next 7500, about 95 per cent are in college.

"Thus without a federal scholarship program, more of these students are going to college—well over 90 per cent. Of those not going, only a fraction can be changed by a federal scholarship program. Many are girls. Some prefer marriage; some go into other types of training and indeed one cannot properly argue that they should not. Some of the boys have joined the armed services; others plan to attend college later. Still others are going into business.

"I mention this study because we must not lose sight of the fact that neither of the bills proposes scholarship help to more than the top 3 per cent of high school students and most of these students are eagerly sought by colleges and existing scholarship agencies. A large federal program of say 40,000 scholarships would probably have as its major effect discouraging existing private and state efforts and would not significantly help able students not already being helped."

This would suggest that the financial barrier to obtaining a college education is not as significant as many have been led to believe. It has been suggested that a lack of motivation, rather than a lack of finances, has been a more important factor in college-age youths deciding not to continue their education.

This conclusion has been concurred in by a recent statement from the Educational Policies Commission of the National Education Association to the effect that lack of motivation is "the most pervasive barrier." A similar observation was made by Dr. Dael Wolfle of the American Association for the Advancement of Science in testifying before the congressional joint atomic energy committee.

Speaking before the annual meeting of the Central Association of College and University Business Officers in Houston, Tex., in 1957, Russell T. Thackrey, executive secretary of the American Association of Land-Grant Colleges and State Universities, stated: "Our primary problem is provision of staff and facilities to meet our needs in quantity, quality and variety. Aid to individuals to enable them to attend college, or to attend a different college from one they could attend unaided, is secondary right now to the emphasis that must be placed on expanding institutional opportunities and on keeping fees down so that most young people can make it through college without scholarship aid. We did not develop our American system of widespread availability of higher education at low cost primarily by providing scholarships. We developed it through establishing and supporting colleges and universities."

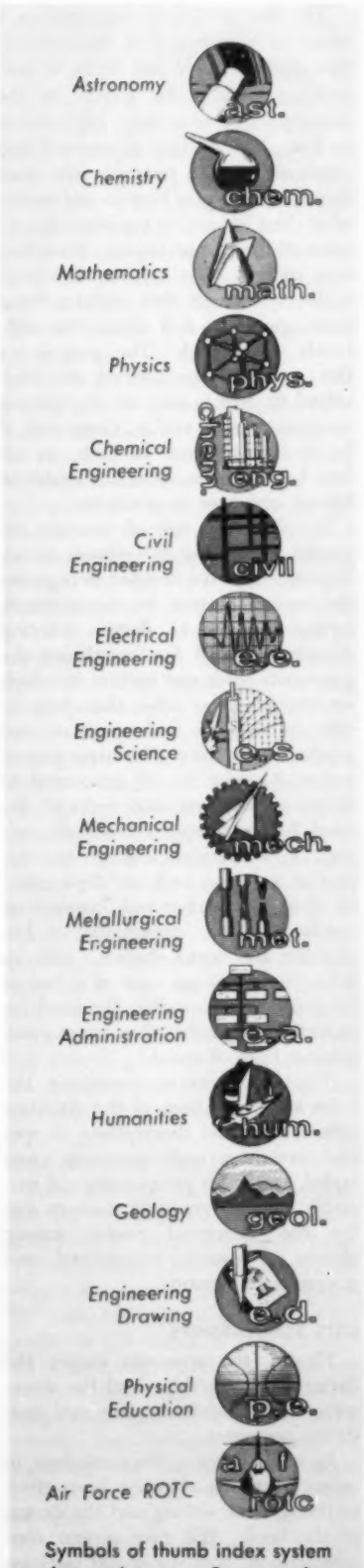
The critical problem in higher education today is not recruiting or enrolling students, but the provision of adequate facilities and faculty for those presently enrolled and anticipated in the next few years. The proponents of federal scholarship programs would be well advised to keep that in mind.

Fire-Safe Campus

THE ARTICLE IN THIS ISSUE DEALING WITH THE ESTABlishment of fire detection and control devices points up the importance of good housekeeping, effective equipment, and everlasting vigilance.

Chief Fred W. Kempf of the Chicago Fire Insurance Patrol has dealt at length with the types and functions of fire detection, alarm and control equipment. The most important factor, however, is the human factor.

When trustees and university administrators are committed to the establishment of a fire-safe campus, the chances of success are immeasurably improved. Safety committees with programs of education and enforcement will do much to provide a safe environment for staff and students alike. The summer months offer an excellent opportunity to get the campus house in order. Procrastination in the establishment of proper procedures to protect property and life could have fatal consequences.



Symbols of thumb index system that makes new Case catalog a volume for easy reference.

Designing and writing

THE CATALOG

WILLIAM SCHNEERER
Director of Publications
Case Institute of Technology, Cleveland

A COLLEGE CATALOG OFTEN CAN BE put in the same category as the weather; many people complain but no one does anything about it.

Case Institute of Technology has had essentially the same catalog for the last 15 years. Portions have been rewritten from time to time and the type has been reset occasionally as needed, although with no changes in style or format. It has been called a two-year catalog with a major revision every other year and a minor revision, change in dates and personnel, on the off years. However, the fast changing scene since World War II has caused major revisions every year for the last 10 years.

In the spring of 1956, President T. Keith Glennan charged me, as director of publications, with the task of creating a completely new catalog, one tailored to our needs and around which we could plan all of our other printed matter. I read the critiques, talked with those most concerned with our catalog, nodded my head in agreement, and wondered how I might implement some of the interesting ideas that were brought forth.

The first step seemed to be to call for help. Dr. Albert J. Brouse, assistant professor of English in the department of humanities and social studies, was assigned, part time, as catalog editor, and each department head assigned a person to serve as a member of a faculty committee on the catalog.

The catalog committee had two main functions: (1) to establish, in meeting, the policy as to what was to be included in the new catalog and how it was to be presented, and (2) to write, individually, the material about their respective departments once a general outline had been established. Dr. Brouse was responsible for rewriting all material in the style established. I was responsible for the design and layout of the catalog, and helped Dr. Brouse with editorial and expediting problems.

So that the new catalog would be of maximum usefulness to all interested audiences and would handsomely reflect the Case of the future, certain decisions had to be made before the committee and the editors could begin gathering material. Was this new catalog to be cheap or dear? What organizational plan would we adopt? Was it to be promotional or merely a reference volume? Was it to be printed letterpress or offset? What audience or audiences were we primarily interested in reaching? Did we want it right now or could we wait for a better job later? Who was to print it?

Prior to the first meeting of the committee, the decision was made, in consultation with administrative officers, that the new catalog should be a promotional piece. Case has joined the ranks of all American colleges and universities in preparing for the much heralded influx of students. In making plans and raising funds for new buildings, new faculty, and expanded programs, our emphasis is on offering a quality education in the fields of science, engineering and industrial management. Since we are not in a position to take large numbers of students, we are concerned with the problem of attracting better students. How then can the catalog serve this purpose?

The Case catalog is the most expensive piece of the 15 to 20 printed pieces used to recruit undergraduate and graduate students. It has been a traditional product, functioning mainly as a reference volume for faculty and students, with a few pages devoted to a philosophical discussion of the advantages of a Case education. The

Division of Responsibility

for the writing, editing and approval of Case catalog copy

	Catalog Content (four main sections)			
	Gen. discussion of Case	15 Depts.—undergrad. and grad. data	Grad. school and special activities	Directories
Writing of o iginal copy	Administrative staff assigned by dean	Catalog committee members	Dean of grad. school and selected adm. staff	Director of publications
Editing and rewriting	Catalog Editor and Director of Publications			
Draft approvals	Writers and dean of instruction	Committee members and their dept. heads	Dean of grad. school and selected adm. staff	Director of publications
Galley-proof approvals	President	Committee members	Dean of grad. school and pres.	Director of publications
Page-proof approvals (final)	Director of Publications			

new catalog has been designed and written to serve as the nucleus of our recruitment literature in the hope that the present array of view books, career pamphlets, and assorted pieces of hand-out literature can be eliminated or at least redesigned into less expensive mailing pieces if needed for repeated impact.

The plan for the new catalog was developed from discussion with the faculty committee and administration. As editor and designer, Dr. Brouse and I were guided by the following considerations:

The main functions of the catalog are those of a recruiting device and a standard source of information for the conduct of the academic programs. Secondary functions are: (1) a historical record of the college program and personnel for the period of each issue, (2) a device for recruiting faculty and staff, (3) a promotional piece to present the college to individuals and groups who help to support our operations financially and otherwise, and (4) a legal contract.

A FAMILIAR GUIDE

The catalog is written and designed with the prospective student, his parents, and his teachers and guidance counselors foremost in mind. To the initiated, a college catalog is a familiar guide. The student already in college, the faculty and administrative readers know the jargon—curriculums, accreditation, fellowships, core subjects, electives—and can track down the information that a catalog yields, however reluctantly. But to those unfamiliar with the college setup, the college catalog does not yield intelligible information without a struggle.

Next in importance as readers of the catalog are the currently enrolled students, both undergraduate and graduate, and the faculty and staff. This group needs up-to-date information on the details of the academic program. Finally, some consideration had to be given to the interests of a third group of readers—alumni, other colleges, and business and industrial firms that have varied interests in our operations.

FOUR CHARACTERISTICS

In gathering material, writing and designing the new catalog, we were guided by the following characteristics:

1. Simplicity and brevity—the avoidance of repetition, long and involved sentences, and complicated (but seemingly impressive) jargon.
2. Completeness—the thorough coverage of all aspects of Case and the accuracy of fact.
3. Utility—the efficient organization, layout and indexing of material.
4. Attractiveness—a pleasing and modern design that reflects Case and invites readership.

A plan of organization was developed which divided the catalog into four main sections: (1) a general discussion of Case, (2) the departments at Case and what they offer, (3) a discussion of the graduate school and special activities, and (4) an appendix.

The first section is organized as a series of questions that the prospective student might ask if he is considering Case as his college in the sequence in which they might occur to him. The writing is informal and personal. Small pictures are used throughout to give him an impression of student life and to introduce him to some of the key personnel. Preceding this section is a special, two-page table of contents that outlines these main questions and shows the subheads under each. The purpose of this section is to interest the high school student in science, engineering or management, and in Case, and, if he decides to come to Case, to tell him how to enter, how to remain in school, and how to graduate.

A college the size of ours can organize its catalog by schools or by departments. We decided to organize the second section by departments, letting each of 11 degree granting departments and five coordinate departments have one section in which we could display what they have to offer in both the undergraduate and graduate programs. This arrangement makes it easier for all concerned to locate information and reduces the need for complicated cross-referencing. In a technical college the department names, such as "department of civil engineering and engineering mechanics" and "department of humanities and social studies," take up from 70 to 100 per cent of a line of 10 point type; avoiding the need for repeating the name often saves many column lines of space.

The third section, containing the rules and regulations of the graduate school and brief descriptions of special activities and programs, was styled *mainly* for prospective and currently enrolled graduate students and for the interested reader among alumni, industrial, educational and governmental groups.

LISTS SCHOLARSHIPS

Finally, the appendix carries the listing of scholarships and the directories of all administrative and academic personnel.

In only a few college catalogs in recent years has attention been given to the style of writing and the design of the book. We gave serious consideration to how we would package the newly written material. Certainly, as a college, we couldn't expect the new catalog to carry on where *Flair*

magazine left off, nor should dignity be sacrificed to innovation.

We tried in the new catalog to maintain a level of style mature enough to recommend itself to our colleagues in the business, but simple enough to ensure intelligibility to the reader who ought to receive our first consideration—the prospective student.

We wanted the book as a whole to make a neat and interesting package and each page to be pleasing and efficient through the proper choice of type, photographs and layout.

During the 18 months the new Case catalog was in preparation, the only continuing disagreement between editor and designer was that the editor felt the ultimate success of the venture would be judged mainly on appearance while the designer argued that the catalog should say something worth while and say it well. Letters that we have received from high school guidance counselors, college administrators, and industrial executives have been unanimous in their generous comments on both of these points. The mutual respect that Dr. Brouse and I had for each other's work had much to do with creating a catalog that maintains the standards and achieves the goals originally set.

Design in college printing is a much neglected quantity. Often the struggle to prepare copy and obtain approvals is so great that no time or enthusiasm is left to consider how the material is to be presented. Yet the proper design of a printed piece can set the pace for the reader, can make him want to pick it up and, when he has done so, can help keep him interested in the contents.

MUST RELY ON PRINTER

Persons responsible for the production of the college catalog usually have little or no experience in typographic design. For this they must rely on the printer. Since most printing company art departments are geared to the needs of the commercial advertising world, they are not always sympathetic to the creative design requirements of college publications. For colleges interested in improving the appearance of their publications certain courses of action are open.

1. Choose a printer with a reputation for doing good creative design and versatile enough to adapt contemporary design trends to college needs.

2. If the college printer can offer little in the way of new ideas in design, delegate someone from the faculty or administration to collect examples of good typographic design for study and evaluation by all concerned. Give the printer as many ideas as possible of the type of publication desired. He will be happy to learn what is expected of him.

3. Engage an advertising or art agency to design the publications. This course can be quite expensive.

Design is certainly a cost factor in printing but the costs involved need not be prohibitive. The least expensive college catalog is one printed on inexpensive book paper, with the text set in solid 10 point and 8 point type (the more 8 point the better) and with a minimum number of heads and subheads. The page margins are small so as to get more copy on each page, and each new section follows directly after the other. The end result is about as visually attractive as a telephone book. We attempted to do all we could to keep each page attractive and yet not add costly design features.

PERTINENT FACTS

The following are some of the pertinent facts about the Case catalog:

Quantity. The initial order was 15,000 copies.

Production time. The job took about 18 months from the decision to proceed with the redesign until the books were delivered.

Size. The finished size is 6¾ by 9¾ inches. This size was chosen because (1) it presented interesting design aspects over the traditional 6 by 9 inch size; (2) it afforded an economical press sheet size for the printer; (3) it is not too large to fit in most bookshelves, and (4) the larger page allowed more freedom of design.

Printing process. The catalog was printed by the offset lithography process. The main reason for this choice was so that we could run photographs throughout on regular book paper. (The letterpress process would have required coated [glossy] paper to accomplish this.) Offset allows more freedom in the use of art and photographs at less cost than does letterpress. Consideration of the cost and quality of subsequent issues also favored the offset process.

Paper. We chose 70 pound opaque offset paper, vellum finish. The color of this paper is midway between the brightest white paper and the traditional eggshell book paper. A medium white paper was desirable to bring out contrasts in the halftones and to contrast well with the type faces chosen. The weight was selected to keep show-through of type and photographs to a minimum and yet not make a bulky volume.

Type faces. The text was set in linotype Baskerville. Headings are Bauer Fortune and linotype Futura.

Design features. The pages were laid out to be open, with generous amounts of white area and yet not wasteful of space. Wide outside margins helped accomplish this and allowed room for small photographs without their encroaching upon text space. New sections were often started on new pages. In subsequent editions, the addition of material early in the book will not cause repaging of the entire book.

A thumb index was provided for the initial page of each of the 16 departmental sections. Small symbols were designed for each department to facilitate the use of the index and to provide a change-of-pace design element for the initial pages. The cover design uses circular elements to tie in with these symbols.

PHOTOGRAPHS GIVE TRUE PICTURE

Student activities and building photographs were chosen to give an interesting (and honest) picture of life at Case. Photographs of department heads and administrative officers were selected on the basis of their informality and friendliness.

The success of a venture such as this is best gauged by the reactions of those using the catalog. It has not been out long enough to measure the reaction of prospective Case students. A few student leaders have commented on the fact that they can now find what they are looking for more readily and understand better what they read. The student newspaper, *Case Tech*, has carried a feature article and an editorial commending the administraton for the new catalog.

Perhaps the most gratifying comment came from a high school guidance counselor in Elizabeth, N.J. She said: "May I congratulate you on your new catalog? It seems to me that you would be doing harassed, bedevilled and bewildered guidance counselors a great service if you could persuade other colleges to set up their catalog in similar fashion!" #

How One-Man Publicity Campaign Pays Off

L. VAUGHN GAYMAN
Publicity Director, Loras College, Dubuque, Iowa

THOSE UNSUNG HEROES WHO CARRY ON college administrative duties seem to shy away from giving their efforts proper publicity, possibly through a mistaken fear of error. The few who do venture into the field of on-campus publicity do so in a timid manner. Some even regard the whole field of publicity as either underhanded or completely beyond the reach and use of a busy desk-bound executive.

Perhaps professional practitioners of publicity have given their craft too much of an air of the occult. Fear not! Without putting anyone in a bathing suit or getting endorsements from screen stars, you can follow certain principles and practices of publicity that will strengthen every effort you make toward attaining your determined goals. You can get a lot of extra mileage from the same amount of gas with proper carburetion!

The suggestions I shall make are based on the experiences of the Loras College publicity office, which resembles your office more than you might think. The only faculty member of the publicity staff, I rely on students for a goodly share of the idea formulation, reporting, editing and distribution. What I do, with student help, you can do.

Good on-campus publicity follows the lead of modern advertising procedures. If you will regard your problems in the light of the terms, means and expected end results of advertising, you will find a convenient framework in which to operate.

Let's take a frank look at the magic world of publicity. In telling your own campus or local area of your projects or purposes, you must make an honest appraisal of your own intentions. Do you want *flattery* for what you plan, or do you want some form of visible and audible urging that will help you put across your program?

Avoiding material of the flattery type, keep your defenses up against "notoriety" kinds of publicity. You might make every paper in the country and still get nothing but clippings from it. On the other hand, if the time and place comes where you must be the person quoted, the person who is up front, do not hide behind some childish false modesty. Look up in the camera and say "cheese" with the rest of the group!

Now that you have decided what your ultimate aims are and what you'd like to say about them, consider what media are open to college administrators in promoting various programs of safety, desired procedures and behaviors, or anything in the whole complex world of making the school body function.

You have some type of school paper, and possibly a school magazine as well. You have certain bulletin boards, and many spots available for posters. You may have a campus radio station. These media you may have approached, feebly at best, with too much faith in the results.

Let's look at some of the extras. Word-of-mouth advertising is one of the most effective forms of influencing any customer. A coordinated telephone campaign can cover every cor-

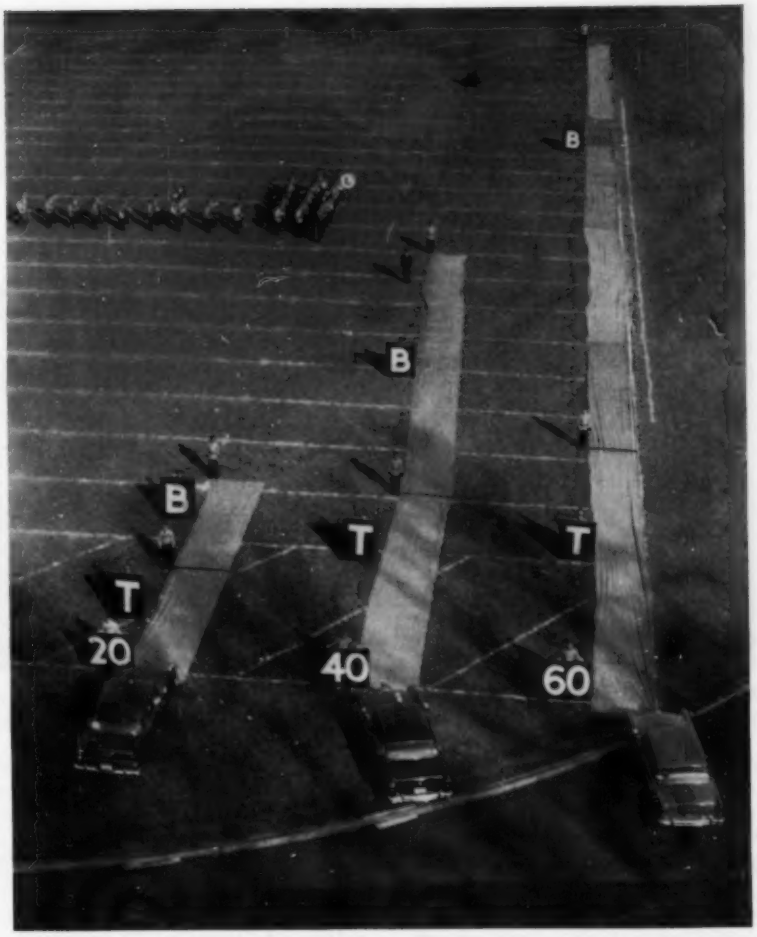
Windshield stickers and posters bearing the slogan "Home—and Back for the Holidays" resulted in an accident-free holiday period for the student body.

ner of the campus and catch the elusive off-campus folk as well. The wide world of posters will get you some attention. Direct mail distribution will lead you to many more students. Contests or assignments in speech and English classes can bring about some more helpful word-of-mouth propaganda.

On the Loras campus, perhaps on yours, is a chapter of the national service fraternity, Alpha Phi Omega, made up of former boy scouts. Such men are trained and eager to give a good cause some active support.

Some projects you have in mind might call for the use of novelty technics. A few picket signs carried by the best looking girl on campus or a football letter man will get attention, and quite a few pictures. Inexpensive colored paper handbills can be placed under windshield wipers. You can get some spot announcements on the public address system at game time or in the halls. If you'd like to go in for a few handouts, try balloons, lead pencils, blotters or book covers to carry the message.

How about the possibilities of off-campus publicity that will reach back onto the campus, or into those hard-to-get-at corners, affecting the community in which you are situated? Items that reach the city folk, the parents and alumni will eventually be felt on the campus. When your program makes a local newspaper, radio or TV station, it gets a much higher attention rating at school, since students immediately assume that if it is important enough to make the real-life news carriers, it must be large indeed!



Demonstration of thinking time and braking time of automobiles travelling at speeds of 20, 40 and 60 miles an hour. A photograph such as this one (taken on the football field at Loras College in Dubuque) is almost certain to get publicity.

HERE IS THE SECRET

Here is the professional secret of the advertiser or publicity man, a simple little principle that seems to escape the beginner. Arrange to have your message hit all media *at one time!* A solid smash beats a tiny tap on the wrist. Catch the student in class, in the halls, while he eats, where he loafs, where he lives, when he picks up any paper, at the game. It's much better to oversell than undersell, and students dearly love a big operator.

Persons outside the field of mass persuasion put too much faith in one news story, one picture. Up it goes on the wall or into your scrapbook, and everyone is supposed to remember it. Sorry, you'll have to keep after it—day after day after day! Everyone uses soap; most people smoke. Does anyone sell soap or filter-tips with an annual message?

Since all this sounds like a considerable enterprise, you may find yourself needing student aid. Any publicity project appeals to young people. There is a challenge in using mass communications to solve a problem that should bring plenty of "eager beavers" to your aid.

How much material should you attempt to produce yourself? From a long-range point of view, all you can. Have something to hand a reporter or worker. A few bumbling paragraphs or a picture idea is vastly better than none at all and will serve to stimulate others.

Never hand a reporter a program or some rough notes and say: "See if you can make something out of this." Do a rough draft of what you want, with the spelling and vocabulary straight. Take care of school policy matters before the reporter arrives. Don't fall in love with your own work. Just smile feebly, forgetting you are a college English major, and say: "I'm not much of a news writer, but here it is."

CULTIVATE SCHOOL PAPER

Make friends with your school paper. Either steal a reporter from the staff as one of your assistants or sneak one into the camp of the enemy. Sometimes a good pot of coffee on your desk will draw more attention than you might suppose.

Somewhere along the line, through observation of what material gets into print or on the air, you'll start to cultivate a sense of what makes news

SAFE DRIVING PLEDGE (which students were asked to sign) is taken alongside a badly wrecked car on the Loras campus and received nationwide publicity in the daily press.

in your locality. A rough test is this: Would you read it with interest if it happened at another school?

Get the school publicity office on your side. If it can't devote full-time attention to on-campus projects, it may be able to assign you certain interested, qualified students who have had some experience in news writing or tub thumping. One thing always do in news distribution—have plenty of copies! Any medium you beg for space is worth the consideration of its own copy. If you have time to make up a folder of material, do so. Let reporters or editors take their choice.

You will find that the most effective work, and certainly that of the least strain on you, is done by persons who have become interested in what you are trying to accomplish. Preach your story to the right ears and you'll get all kinds of aid. Your faculty friends can help out. The art department may have time and the means of producing posters, the journalism classes may be looking for reporting assignments, the psychology department may want to dabble in motivational research. English and speech classes have already been mentioned as areas in which to promote attention. Annual contests, awards and recognitions serve to call attention to your work in outside departments.

Here is an example of what we have done on the Loras campus. We have a holiday safety problem. Our students who travel by car go in and out of Dubuque through many miles of bad hills and curves. Two years ago at Christmas time, we set up a bady wrecked car in a central campus location, with appropriate signs and slogans all about. Then, five students who had narrowly escaped death in a recent rollover, one still wearing his bandages, urged all who passed to sign safety pledges for the coming holiday.

NATIONWIDE COVERAGE

Newspaper coverage, wirephotos, TV stills, and movies spread the story nationwide. Campus reaction was substantial. The effect of the wrecked car, the bandaged student, the pledges, and the resulting publicity sent students home in a thoughful mood.

Last Christmas, we followed this with a slogan workout: "Home—and Back, for the Holidays." We slapped stickers on every windshield, scattered posters throughout the school, gathered space in the campus newspaper, and again local area news media ran the story. Both campaigns resulted in accident-free holiday periods for the entire student body, a unique experience. Common elements of both campaigns were plenty of approaches, enthusiasm generated by the students, newsworthy aspects noted and aided by local news agencies.

What have I said in so brief a space? First, define your aims, the actions, or ends you wish to obtain. Then, determine your message and repeat and repeat and *repeat!* You know your students' habits. Get at them as many ways as you can, all at once. A follow-up campaign should yield additional results, *if* it has something to follow. Be newsworthy at all times; write up what you'd like done or said. Interest students in carrying the load. Think in pictures as well as in words.

This all amounts to a small dip into the alluring field of advertising and mass persuasion. Look at the many ways you are appealed to as a customer and how little they may have influenced you. Then, dig in hard and swing for the fence as you start out on your one-man campaign to influence or control students who have anything but you and your aims on their minds! #

Finance Officer's Part in Future Plans

KENNETH R. ERFFT

Treasurer and Controller, Rutgers, the State University of New Jersey

ALL INSTITUTIONS MUST PREPARE SOME sort of plan for the overwhelming numbers soon to be seeking admission to our colleges. Before any plan can be formulated, however, each institution must make one of three possible basic decisions.

The first of these sounds quite simple, but it may prove to be the most difficult. This would be for an institution to decide that it will not accept any additional students beyond a predetermined number, usually not many more than its present enrollment. Actually, this will be the decision forced upon many of the private institutions whose endowments will be unable to support increased numbers. Most private institutions have already advanced their tuition and fees to the practical maximum. Any additional increases will be only in proportion to rising costs and will not improve their economic situation.

ARGUMENT REVERSED

Unless private institutions keep their faculty salaries reasonably comparable with the salaries being offered by the state supported institutions, they will lose many of their best teachers. The vacancies created by these losses may have to be filled with teachers of lesser ability who are willing to accept lower salaries. This could result in a tragic downgrading of the quality of instruction. Such downgrading would certainly be the reverse of the argument usually given for holding the line on enrollments!

In view of such depressing prospects, private institutions that do decide not to accept additional enrollments must choose between two possible actions. If their faculty salaries are to continue to rise, this can be accomplished only by reducing the number of persons among whom the total funds available for salaries are distributed. Fewer faculty members will have to teach greater numbers of students. Whether this is accomplished by increasing the size of each class or by increasing the number of courses taught by each professor is irrelevant. It would become imperative to eliminate small sections and any multiplicity of courses.

Experiments in the use of closed-circuit television will take on a new significance. There is no evidence of any economic advantage in closed-circuit TV instruction. The advantage comes only in the reduced teaching personnel required. The cost for operating the TV system probably equals or exceeds the cost of faculty who otherwise would handle a corresponding teaching load.

If the institution decides to retain the same size faculty while maintaining a competitive salary scale, it may also be done at the sacrifice of some other division of the budget. The department usually subjected to such reduction is the physical plant. A tour of American college campuses during the war years clearly revealed what happens when this philosophy is followed. Many schools have not yet recovered from the disgraceful disrepair into which their plants were permitted to fall as a result of such shortsighted budgetary procedures.

Again, the private school may decide to give up research and similar activities for which faculty time and money are now spent. Such a decision will result in the loss of many faculty members who regard research as essential to their professional growth. Equipment funds, travel funds, and even funds for general supplies can be reduced. To do so, however, will do no more than depress morale and contribute only a token relief to the budget.

The second possible basic decision on the principal problem of numbers would lead to the logical and ideal solution. Only a few of the large state universities blessed with legislators who have either vision and understanding or political sagacity and financial resources will be able to enjoy this relatively simple solution. These institutions will project their anticipated demands for admission and then blueprint the physical facilities and the size of faculty and staff that will be required. The officers in an institution able to follow this plan of action need only to convince their trustees and legislators that the projected estimates are sound, that the needs for buildings and faculty are reasonable, and that the timetable for construction is practical.

The third possible basic decision is the one that most institutions will be forced to make. Most institutions will begin by trying to determine how many students they will be expected to accept as their share of the total number for whom provision must be made. The decision on what this number is may be the result of a cooperative effort among state supported or state aided institutions. It may be the result of a mutual understanding among a group of private colleges.

LIMITED BY CONTROLLING FACTORS

Most likely the private institutions in any given area will decide on what their maximum capacities will be and then leave the remaining numbers to be accommodated by the public institutions. How ever the decision is reached, it really is quite academic. In the last analysis every institution will be limited by definite controlling factors. Consider some of these factors.

1. The first is the actual number of students who can be accommodated in their present physical facilities. This number is predicated on a thorough

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inventory of all space in the entire physical plant and a study of the use of the space.

2. The second factor is the total dollars of income that can be realized from tuition, fees, endowments, appropriations, research contracts, gifts, grants and all other sources and how much of this total will be available to pay for increased salary scales for academic and nonacademic employes and for the operation and maintenance of the expanded physical plant. No institution can operate a program for which it does not and cannot hope to provide the funds. To do so intentionally is either naïve or immoral and can result only in disaster. Thus, economics will play a major rôle in our determinations whether we like it or not.

3. The third factor will be the extent to which the faculty and staff are willing to accept an increased student-teacher ratio, or an increased work load. This is one of the major questions with which the principal academic officer must cope.

4. The fourth factor is the extent to which the institution is willing to reduce the amount of faculty and staff time assigned to research and to other nonteaching duties. The institutions must decide the extent to which classroom teaching will take precedence over other faculty and staff activities.

5. A fifth determining factor is the extent to which such activities as fund raising, alumni relations, publications, so-called public relations, student welfare, student nonacademic activities, including athletics, will be expanded as enrollments increase. Will such activities be held in the status quo, reduced, or will they be expanded proportionately?

CANNOT MAINTAIN RATIOS

As the ratio between resident students and commuting students changes, as it most certainly will for most schools, the cost for student activities will be greatly affected. Every institution already knows that it cannot possibly finance and build residence halls and dining facilities fast enough to maintain present ratios between resident and commuting students. It is equally obvious that nearly every institution can accept greatly increased numbers of students immediately if these students do not have to be provided board and room. How many schools will continue the luxury of a university press or of a winning football team, to say nothing of a telephone and a travel allowance for every faculty member?

The decision to be made is how the institution's available funds will be spent for which purposes.

Who shall make these decisions that will determine the future philosophy under which an institution shall operate? Are the decisions to be made only by the principal academic officer or by the principal business officer? Or shall they be placed before the president as an arbitrator? Perhaps they are decisions suitable only for the trustees whose unfathomable wisdom is always ours to command.

Decisions of the academic and the business officers are two principal parts of a whole program. The only justification for the business operation of any school is to provide the maximum logistic support to the academic program set as its goal.

Basic to the success with which an institution achieves its goals is a complete agreement and cooperation between these two principal officers. The decision of either must be the decision of both. But each officer must restrict his decisions to those responsibilities which belong in the area of his administration.

The business officer's first responsibility is to plan a survey that will disclose exactly how each faculty member is using the time for which the institution is paying him. Such a report should include his teaching assignment, research assignment, and all other activities related to the work of his department or division. The survey should also disclose the time spent on other professional activities.

On the basis of such a survey of faculty load, reports of the cost for student credit hours, the costs by subject, and the costs by department, college or division should be made. The study should also reveal the number of students enrolled at each level as compared with the number of students enrolled at each year level. A study of the student-faculty ratios for each professional rank and by each course, department, division or college is essential.

Registrars and admissions officers must expect to be asked and must be prepared to give vital assistance and advice on every aspect of such studies.

All these data should then be translated into dollars. The costs for time devoted to research must be known if the academic officer is to make either qualitative or quantitative judgments concerning proposed adjustments in the institution's program.

His second responsibility is to make a study and to take inventory of the use of the physical plant. This, like the first study mentioned, is an essential tool for the principal academic officer as well as for the president. Governing boards have a right to such information before being asked to commit themselves to any new building program.

A third responsibility the business officer must assume is a cost study of the operation of the physical plant and auxiliary services. He must be ready to defend the efficiency and propriety of these nonacademic operations. Since the academic program depends completely on the physical plant, decisions made by the business officer will reflect themselves ultimately in academic programs. This fact places a special obligation on the business officer to determine that he is not making decisions that will circumscribe or deflect the educational objectives of the institution.

DATA MUST BE TRANSLATED

A fourth responsibility is the collection of salary surveys, work load studies, and similar reports from other institutions. These must be translated to comparable data for his own institution, so that they may be studied by the president, by the principal academic officer, and by faculty committees.

A fifth responsibility is the reexamination of internal regulations governing faculty travel, staff benefits, and student services that may be overextended or inconsistent with the amount of money available for such expenditures. The business officer should bring his conclusions to the attention of his colleagues and with them determine upon appropriate modifications in current practices as may be dictated by necessity or economy.

There are many other ways in which the principal business officer has responsibilities in planning for the future. In every case, however, the underlying motive in all of his efforts must be the development of ways and means by which his colleague, the academic officer, can achieve the educational aims and objectives of the institution, which must look to them as a team for wise administration. #

FACULTY TENURE IN STATE COLLEGES

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THE CONSTITUTION OF THE NORTH Dakota Agricultural College, adopted by its faculty and approved by the state board of higher education, pursuant to statute, contained this provision on faculty tenure:

"Professors shall be on permanent appointment upon the completion of two years of satisfactory service to the college. . . . Permanent appointment, as used in this article, shall mean that the appointment shall continue during efficient and competent service, and shall not end unless the appointee voluntarily disassociates himself from the college, except for sufficient cause, such as immoral conduct, or incompetency in teaching or management."

In 1955 the state board of higher education, by resolution, recommended that the president of the North Dakota Agricultural College prefer charges against four professors of the college on the grounds "that they, in concert, and individually, engaged in a course of conduct deliberately intended to interfere with, undermine, frustrate and render ineffective the administration."

In accordance with the provisions of the constitution of the college, the four faculty members were granted a formal hearing before the advisory committee of the college. This committee includes the president of the college, the deans of the schools, the dean of students, the dean of women, the directors of the experiment station and the extension service, and two members of the college council elected by the teaching staff.

FACULTY TENURE DISREGARDED

The advisory committee of the college, by secret ballot, recommended the discharge of the accused. This decision was submitted to the state board of education, and this body, after hearing arguments from both sides, voted in favor of the discharge.

The four professors attempted to invoke the original jurisdiction of the state supreme court to get a review of the action of the board on the grounds that no evidence of any kind had been presented to the board to support or justify their discharge for sufficient cause, such as immoral conduct or incompetency in teaching or management. The supreme court declined to accept jurisdiction and the professors then brought action in the district court. The district court refused their petition for a review of the findings of the board and the professors appealed their case.

After two years, the case again reached the state supreme court. On Nov. 25, 1957, Judge Johnson delivered the opinion[1] of the court. The following is an excerpt therefrom:

"Article 54 of the North Dakota constitution and the statutes enacted by the legislature with reference to the duties and power of the board indicate that the board has full authority over the institutions under its control.

"If the board may only remove a professor or professors . . . as provided in the college constitution, then the board has lost some of its 'full authority' over the agricultural college given to it by the constitution of the state. . . . It is argued that the provisions of the college constitution have the force and effect of law. It is, however, at most, only a rule or regulation approved by the board. We think that it is clear that the college constitution . . . does not have . . . the effect of diminishing, limiting, restricting or qualifying the power and authority vested in this board by our state constitution.

"Under the explicit language of the statutes and the constitutional authority granted the board there can be no question of its right to discharge the appellants without assigning cause for their removal and without a hearing, if it saw fit to do so."

This disregard of faculty tenure is in sharp contrast with the views expressed by the high court of Nevada.

In 1953 the president of the University of Nevada sent a registered letter to an associate professor in his department of biology, requiring him to appear before the board of regents of the university to show cause why he "should be continued as a member of the faculty of the University of Nevada beyond June 30, 1953."

[1]Posin v. State Board of Higher Education, 86 N.W. 2d 31 (1957).

At the hearing, the regents were represented by the attorney general of the state and by special counsel. The accused professor was represented by his own counsel. After three days of testimony, the board decided that the professor had been insubordinate and uncooperative and that his conduct had not been in accord with the welfare of the university. The board ordered his removal from the faculty.

At the time of the controversy, the following resolution[2] of the board of regents was in full force and effect: "A staff member under tenure shall be removed only for cause and after a hearing before the board of regents."

FACULTY TENURE UPHELD

There was no question as to the permanent tenure status of the faculty member in the case. When he was informed of the decision of the board, he obtained a writ of certiorari from the supreme court of Nevada to determine whether the board had acted without, or in excess of, its jurisdiction in removing an associate professor under tenure. The following is an excerpt from the final decision[3] of the high court:

"With full recognition of the right of the regents to weigh the evidence, to resolve conflicts in such evidence, to pass upon the credibility of witnesses . . . and to be the finders of the facts relevant to the issues, the observations made in this opinion inevitably point to the conclusion that the record presents no substantial support of either the findings of insubordination or the finding of the lack of cooperation, and presents no cause for removal. Its order of June 9, 1953, removing the petitioner as a member of the faculty of the University of Nevada must be vacated."

Thus, the Nevada court agreed with an earlier Massachusetts case[4] that: "The term 'removal for cause' means removal for cause sufficient in law. That can be determined after an opportunity to be heard and a finding, so that the sufficiency may be determined in court."

In other words, the court will substitute its own opinion for that of the board of regents if "cause" is the only basis for the discharge of a member of the faculty under tenure. #

[2]Faculty Bulletin No. 37. University of Nevada.

[3]State ex rel. Richardson v. Board of Regents, 269 P 2d. 176 (1954).

[4]Graves v. School Committee of Wellesley, 12 N.E. 2d 176.

Photos by Molitor

Housing Units for Vermont's "400"

WILLIAM WIESE II
Freeman, French, Freeman, Architects, Burlington, Vt.

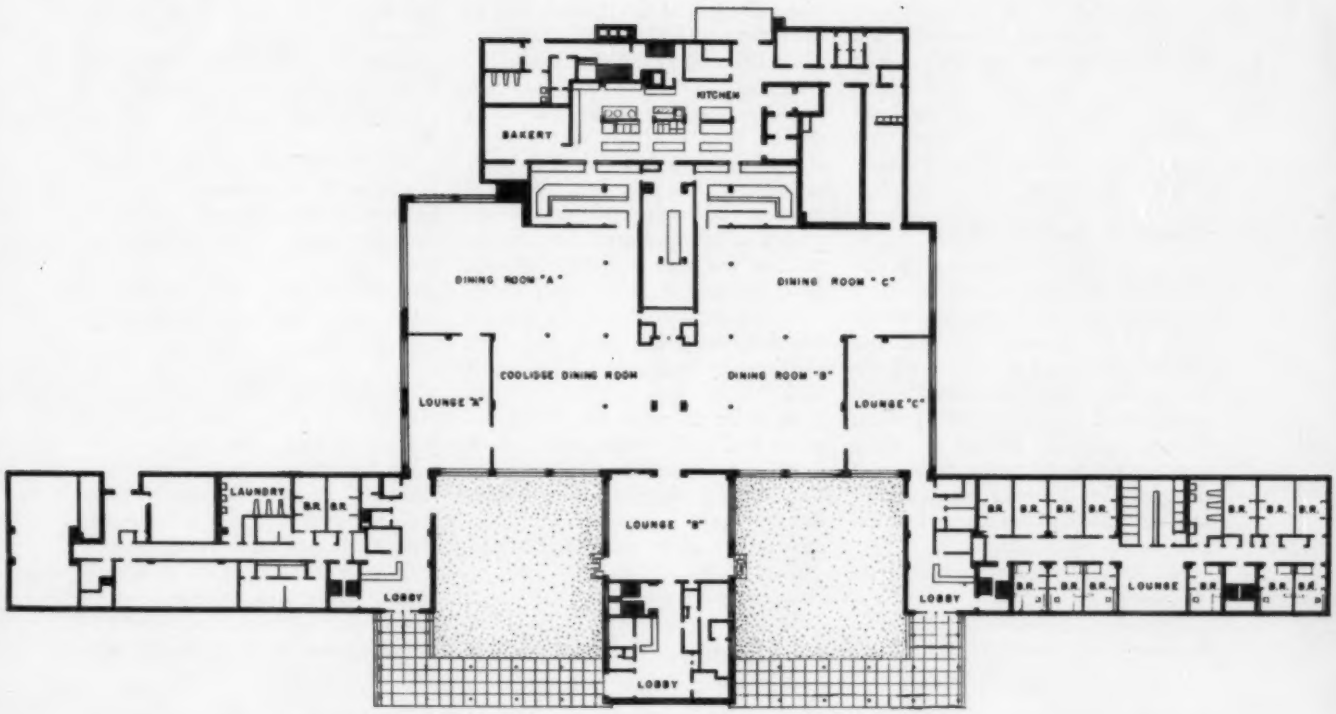
THROUGHOUT THE LAST 10 YEARS THE UNIVERsity of Vermont, like other small universities, has felt an increasing need for collecting its many units and totaling its strength so that it might better serve the larger number of students seeking admission.

The need for unity, of course, has been felt at every level of university life and has compelled each department to take inventory of its plant, to determine its standing within the university and among similar departments in other universities.

Housing is of such basic importance to the growth of any college or university that it is almost invariably the first program suggested in a general reorganization for expansion. At the University of Vermont the most pressing need was for housing and dining facilities for women students.

Women students at the university have in the past been quartered in many small converted private homes. Although these quarters have been satisfactory, the increased enrollment of women has crowded the facilities

(*Text Continued on Page* 30)



Opposite Page: Two exterior views of new residence hall. Above: Ground floor plan. Below: Students serve themselves through cafeteria lines for morning and noon meals but are served by waitresses at the evening meal.

(*Continued From Page* 28)
beyond comfortable limits and well beyond reasonable maintenance cost levels.

With this continuing demand for more facilities for more women students, the university began planning with the architects.

TRANSITION MADE EASIER

The architects and university officials believed that any new residence hall not only should provide students with basic housing facilities but should be designed to provide a background suggesting friendliness, quiet, strength and security. These qualities help to make the difficult transition from high school to college easier as some of the domestic properties of home life diminish the effect of an unfamiliar environment.

All further planning centered on attainment of this goal.

The total plan is divided into three dormitory units, housing 400 students. The units join at the ground floor to form the social and dining facilities.

Two dormitory wings are divided into four floor levels and one into five. Each typical floor includes 18 double bedrooms that open onto a wide, light corridor. Corridor walls are irregular in plan and break the monotony of the customary tunnel appearance. At midpoint the corridor wall on one side is simply left out, forming a large light "pajama lounge."

In this room students who live on the floor can relax, read, sew, iron, chat or carry on informal group activities.

In order to minimize initial expense and maintenance stocks, bedrooms are almost identical in plan. Varying color schemes combined with the decorative expression of the individual occupants preclude the possibility of institutional uniformity. Desk units and closet units are custom built and permanently anchored in place. Remaining furniture is movable and may be arranged to the satisfaction of the occupant.

Toilet, shower and bath facilities, centrally located in the corridors, are completely finished in colorful ceramic tile.

The ground floor of each unit differs from the upper floors. Each has its own outside entrance and lobby with mail room, reception desk, and toilets for visitors. A kitchenette is provided for the preparation of food for small teas, bridge parties, or receptions.

COUNSELOR FOR EACH UNIT

Guidance of the students of each dormitory unit rests with an appointed resident, whose apartment is located to afford easy control of the building and includes a bedroom, bath, kitchenette and living room.

In order to preserve the individual identity of each of the three dormitory wings, each wing has its own formal living room or lounge and its own

Below: Each wing has its own formal living room or lounge on the ground floor. These living rooms are used for receptions, small luncheons, and bridge parties, as well as gathering places for students before and after meals.

Above: Each typical floor has 18 double bedrooms, almost identical in plan. Desk units and closet units are custom built and permanently anchored in place, but the remaining furniture may be arranged to suit the room's occupants.

dining area. The living rooms are designed to serve a more formal purpose than the floor lounges. Here, receptions, small luncheons, bridge parties, or teas may be held, or parents and guests may be entertained. The lounges also serve as gathering places for students of each dormitory before and after meals.

Opening directly off the lounges are three dining areas for the dormitory wings and an additional dining area for an adjacent existing residence hall. Total simultaneous seating capacity is 600 persons. The rooms and services are so related that students may serve themselves through cafeteria lines for morning and noon meals and may be served by waitresses at the evening meal.

OPEN ARRANGEMENT IN CAFETERIA

Two separate steam table areas are provided for each group of two dining rooms. Steam tables are fed from a central preparation area which, in turn, is backed up by an unusually well equipped kitchen. Dirty dishes are returned to a centrally located washing station from which they are returned to the two adjacent serving areas. The open arrangement allows cafeteria lines to move rapidly, to progress easily into the separate dining areas, and to return to the dirty dish counter with no confusion of traffic flow.

The kitchen area includes dry storage rooms, four refrigerated rooms, a dietitian's office, employes' locker rooms and toilets, a complete bakery, dishwashing room, and steam tables to serve the cafeteria lines. It is fully equipped to prepare and serve all types of foods. Equipment was furnished at a cost of approximately $100,000.

Floors throughout the kitchen, dishwashing and serving areas are of quarry tile. All walls are ceramic glazed facing tile, and ceilings are suspended metal acoustical panels. These panels are easily cleaned and may be lifted aside for access to the many ducts and mechanical services above.

Finishing materials throughout the remainder of the building are generally quite simple. Interior walls, except in the kitchen and in toilet rooms, are concrete block, brightly painted. Ceilings are acoustical tile except in the bedrooms, where the structural concrete was simply rubbed and covered with a texture paint. Floors in the toilet rooms are ceramic mosaic tile. Other floors, except in the kitchen, are asphalt tile.

TOTAL COST $1,632,376

Total cost of the building including general construction, heating, ventilating, plumbing, electrical and kitchen equipment was $1,632,376. The total gross floor area is 117,269 square feet.

Throughout the building, color and light have been used together to complement the informal plan. Draperies were chosen for their bright patterns and their ability to screen while admitting maximum natural light. Furnishings for the lounges were chosen from standard models. #

This Is the Hall That Boys Built

Science Building was so designed that students could do almost all the construction work

E. M. TOURTELOT Jr.
Mittelbusher & Tourtelot, Architects-Engineers, Chicago

DESIGNED THROUGHOUT TO ENABLE students to perform all construction operations, the new F. W. Olin Science Building at Blackburn College provides the latest type of facilities for instruction in physics and chemistry. It has separate laboratories for general, analytical, organic and physical chemistry and for physics. A large lecture room has a small demonstration stage.

The students built the building. Under a work plan inaugurated in 1913, students regularly provide all the labor necessary for the operation and maintenance of the entire physical plant of Blackburn College, as well as for the preparation of meals. From time to time they have taken an important part in the construction of campus buildings, but this is the first instance in the recent years of this century-old college in which the students have contributed the major skills for a building in its entirety.

FUNDS PROVIDED BY GRANT

Funds for the new science department were provided by a grant from the F. W. Olin Foundation in 1952. At that time, Dr. Robert P. Ludlum, president of the college, who for some time had envisioned such a daring and ambitious project for the students, concluded after conferring with the architects that it would be feasible to integrate the construction of the proposed $275,000 building into the regular work program. Following this decision, the architectural design for the new structure was carried forward with three principal objectives in mind.

1. The building was to be so designed that all assembly and construction could be accomplished by untrained, nontechnical student labor, making due allowances for what the planners could assume to be the natural limitation of nonprofessional workmen.

2. The plan was to be arranged to make use of portions of the foundations of an earlier building on the chosen site.

3. The building must be reasonably fireproof.

The second requirement had a considerable influence on the layout finally developed, as it required that the building be fitted into a predetermined shape.

The building contains five principal laboratories: for general chemistry (40 student stations), organic chemistry (40 student stations), quantitative chemistry (30), physical chemistry (12), and physics (32). Storage space for the laboratory equipment of several times as many students is provided in each laboratory, so that several sections can use each room at different times. Each laboratory has its own supply room, and there is a general supply room serving all the laboratories. Three faculty offices are provided. In addition, the building contains a large lecture room, seating 135 persons, and a balance room.

In general, the construction consists of masonry walls and partitions on a poured concrete foundation. The roof surface, of 2 inch D & M wood planking, insulated and covered with asbestos cement shingles, is supported on laminated wood girders spaced 8 feet apart. Exterior walls are red brick and have prismatic glass block panels combined with the window units to give glareless uniform daylighting. The brick facing is backed up with lightweight insulating concrete block left exposed on the interior. Partitions also are of lightweight block, reinforced by insertion of steel mesh in the joints to prevent shrinkage cracks, and exposed in what is generally known as block or "stacked" bond, *i.e.* with vertical joints unbroken.

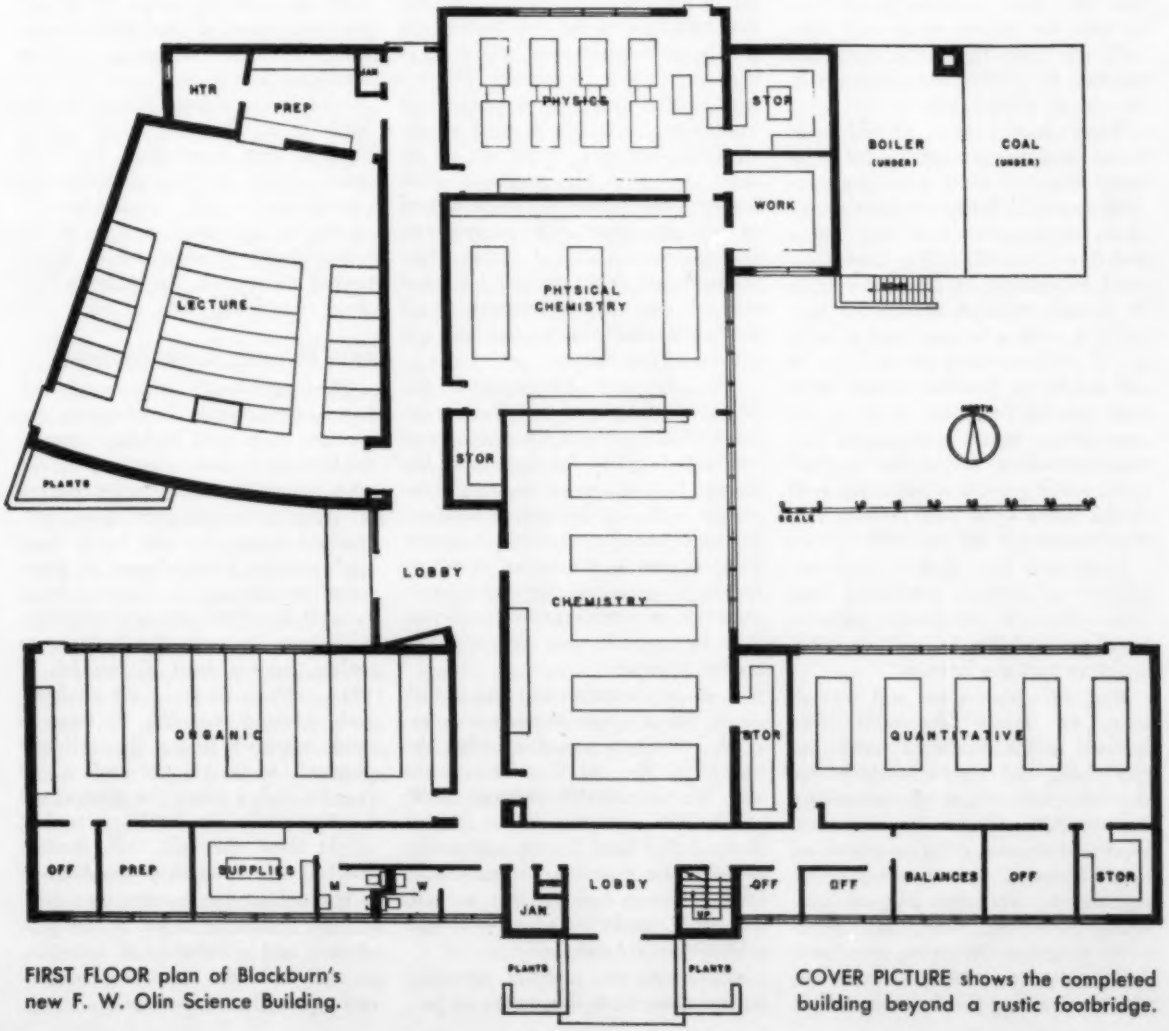
All the basic materials and other component parts of the building were carefully selected by the architects to provide a means of construction that would employ more or less prefabricated units whenever practicable.

TECHNICS AND MATERIALS

Examples of some of the construction technics and materials selected to further this simplification of construction are: (1) prefabricated concrete floor slabs for the second floor construction and for some portions of the roof structure; (2) completely fabricated steel frames for openings for steel windows and for glass block panels (and pre-assembled rolled steel subframes and trim) to guide the placement of these items; (3) combination steel frame and trim for all doors; (4) a system of classroom lighting assembled on a prefabricated framework, eliminating the need for conventional wiring other than a few outlets, and complete with suspended baffles to eliminate direct view of the lamps (this system eliminated any need for a finished ceiling other than the roof construction, at the same time providing acoustical correction); (5) a system of floor panel heating, using recessed floor junction boxes at the coupled ends of each standard length of tubing, to eliminate any connections inaccessible for maintenance; (6) use of oversize exhaust blowers in the fume hoods, together with warmed air circulating units, to perform "unit ventilator" functions in the larger laboratories; (7) exposed overhead piping and electrical conduit for ease of installation and main-

Here students are fitting beam into the Lally column of the new building.

One of the five principal laboratories. Each laboratory has its own supply room and there is a general supply room that serves all of them.



FIRST FLOOR plan of Blackburn's new F. W. Olin Science Building.

COVER PICTURE shows the completed building beyond a rustic footbridge.

tenance, color coded but concealed from ready view by the baffles of the lighting system in the laboratories and classrooms; (8) a wood plank roof deck using shingle roofing instead of built-up laminations of tar and gravel.

There is no plaster in the building. Roof construction over the corridor ceiling is screened by vertical light baffles of cement asbestos board with continuous lines of fluorescent lamps above. The lightweight concrete block wall surfaces give a certain amount of acoustical correction and provide a durable attractive wall surface, which is covered with oil base paint for washability and ease of maintenance.

AVOID SOME TYPES OF WORK

Certain types of work were avoided in the planning, as being beyond the scope of the student workmen; for example, any considerable amount of steelwork, involving riveting or welding, or heavy members. Some steel was used, such as prefabricated trusses over the lecture room and other light steelwork that could be bolted together by drilling and tapping, with the use of a hand drill.

Door frames are integral steel frame and trim, requiring no trimming. Doors are flush solid core wood with a natural finish, for permanently clean appearance and easy maintenance. Prismatic glass block was used extensively in laboratory walls to provide diffused, shadowless daylighting, with a narrow bank of horizontal window vision panels below at sill height to provide outside view and natural ventilation and at the same time to minimize sky glare. Ventilating windows are of the "hopper" type, which provide a deflecting draft shield when open and prevent rain from entering if left unclosed.

Laminated roof girders were employed to provide economical long clear spans with no interior columns, to allow flexibility in locating initial or future partition layouts.

Ease of maintenance and accessibility for future alterations were stressed in the layout of water and gas piping and electric conduits for the laboratories and demonstration rooms, such piping being run overhead and concealed by means of an open louvered ceiling construction that serves a quadruple purpose: providing the desired accessibility, effectively screening the piping from view (unless the viewer looks directly upward), shielding the fluorescent light tubes for more effective lighting, and providing acoustical correction. The louver-like baffles are made of an acoustical material.

A further advantage of this type of open ceiling construction is that, should roof leaks ever occur, there will be no closed plaster or other ceiling to be damaged or to interfere with repairs. Moreover, the lightly stained underside of the plank roof decking provides an attractive ceiling effect for the part that is exposed.

All gas, steam, compressed air, distilled water, and hot and cold water piping in the laboratories is color coded to provide easy identification and, incidentally, to lend pleasing color notes in keeping with the utilitarian and scientific functions of the building.

The larger spaces are heated by unit heaters, to simplify the installation procedure for the student pipe fitters. Since these laboratories are not classrooms in the usual sense, the slight air noise of the unit heaters will not be objectional as it might be in a recitation or lecture room. The lecture room is heated by means of unit ventilators, to ensure a good supply of fresh, warmed, quiet air at all times to keep the students wide awake. Offices are heated by means of radiant copper coils poured into the floors, ventilation (other than natural) not being needed here and window areas being relatively small so that flexibility of control was not a determining factor.

The schematic arrangement of the layout of classrooms and the dimensions of many rooms were to a large extent dictated by the decision of the college to make use of existing foundation walls at the site. Therefore, the only latitude permitted in layout planning was to the extent of adapting the programmed physical requirements to a predetermined wall pattern, in much the way that a jigsaw puzzle is solved.

A major exception was the lecture room, whose space requirements exceeded the area provided within the outline of the old foundation walls and was accordingly planned to be on its own new foundation. Nevertheless, the final layout adequately performs the functional requirements of the program and provides, as well, for good circulation adapted to the addition of a future wing.

Classrooms are grouped according to functions, with orientation to provide north or east light wherever possible and to avoid west exposures. South exposures are reserved for offices and stockrooms where glareless lighting would not be as important as in classrooms.

The contemplated future addition provides for several laboratories for a biology department, complete with vivarium and greenhouse, to be extended from the north end of the north corridor, maintaining the original scheme of circulation of the building, and permitting these future facilities to be close to the lecture room, which will serve all of the science department.

In the initial stages of design and construction, it was assumed that the average male college student would be capable of doing ordinary hammer-and-saw carpentry work and that, with a little practice on portions of the building that would be less prominent, could be taught to lay brick and concrete block. So the major components of the building were designed to take advantage of these aptitudes. Sets of blueprints were displayed in the college library so that students so disposed could peruse them in their spare time; they took great interest in these drawings and construction details. Partly because of this lively interest, and partly because of the development of unsuspected latent skills, the students have done remarkably well in their rôle.

PAID BUILDING SUPERINTENDENT

Most importantly, however, the college was fortunate in obtaining the services—as a paid building superintendent—of a man who had retired after having had a fine background of 30 years in the construction industry. Howard Lemaster, who has a thorough working knowledge of all phases of mechanical and electrical work, as well as of all basic construction procedures, brought the building to reality, from a start in the fall of 1953, with a crew of 50 students, each working only the 15 hours a week required under the self-help program. At the start of each school year he took a group (in general unfamiliar with any building trade), taught them the skill, then double-checked all important proceedings.

Throughout the construction period, the architects aided in the purchasing and scheduling of materials, as well as in the furnishing of general supervision of the work. #

It isn't only money that talks;
faculty members also like

Fringe Benefits and Prestige Items

HAROLD C. COPE
Business Manager, Earlham College, Richmond, Ind.

How are we to hold our faculty members and administrators today and in the future? The obvious answer is to raise salaries at a given institution so that no one will leave for lack of adequate compensation. However, at the small college this is not always possible.

Another answer that goes hand in hand with salary is consideration of fringe benefits and prestige items. Have we, as administrators, looked at all the possibilities in this area?

A year or two ago a survey was conducted of 128 small colleges throughout the country. Members of the Sixty College Study were asked to respond to the questionnaire, and, in addition, some 60 other colleges were chosen at random. About 52 per cent of these colleges responded. Some results of this questionnaire are reported here:

RETIREMENT PLANS

Of the 67 colleges reporting, 66 have some type of retirement insurance plan in which the college participates fully or partially. Of these, 82 per cent used T.I.A.A. and/or C.R.E.F.; 12 per cent used an outside insurance company; 6 per cent had their own retirement plans, financed either by self-liquidating bonds or some similar method. Fifty colleges have equal participation by college and faculty. Of this number, 34 are at the 5 per cent level.

INSURANCE PLANS

Of the 67 colleges reporting, 62 have some type of hospitalization insurance available to faculty and administration. Of these, 70 per cent have complete participation by faculty, with none by the college. Less than 5 per cent pay completely for hospital plans for their employes.

Of the 67 colleges, 57 have some type of hospitalization insurance available to nonacademic employes. Of these, 70 per cent have complete employe participation on their own, with none by the college. But 8.8 per cent of colleges pay completely the cost of hospitalization for the nonacademic staff.

GROUP LIFE INSURANCE

Of the colleges reporting, 43, or 64 per cent, have some sort of group life insurance plan for faculty and administration. Of these, 80 per cent have participation by both college and faculty. The degree of participation varies, depending on the type of insurance. In general, the plan calls for equal payments by both. Of course, this cost for the college varies from year to year, depending on the return of the dividends.

A total of 41 colleges, or 61.2 per cent, have some type of group life insurance plan for nonacademic employes. In most cases insurance for nonacademic employes is the same as that for the faculty. In some cases it was specified for maintenance workers only, and in others, after six months or a year of employment.

TUITION REMISSION

Some sort of tuition remission is given faculty children by 61, or 91 per cent, of the colleges. Of this number, 82 per cent give full tuition remission.

To nonacademic employes' children some type of tuition remission is given by 55, or 82 per cent, of the colleges. Of this number, 65 per cent give full tuition remission. It should be pointed out that several colleges give tuition remission to nonacademic employes only after a period of one or two years' employment.

HOUSING FOR STAFF

A total of 40 colleges, or 59.7 per cent, furnish some type of housing for part of their faculty. One college reported furnishing housing for everyone. A total of 29 colleges, or 43 per cent, furnish housing to nonacademic employes.

Of the colleges, 37 per cent lend faculty money for home building; the interest charged ranges from 3 per cent to 5 per cent.

CAR RENTALS

Nearly all schools (94 per cent) pay mileage for a staff member's use of his own car. The rate of reimbursement is as follows:

Rate per Mile	No. Schools	per Cent
5¢	2	3
6¢	13	20
7¢	34	54
7½¢	3	5
8¢	8	13
9¢	3	5

SABBATICAL LEAVES

Of the colleges reporting, 40, or 60 per cent, have some type of plan for sabbatical leave. In most cases the sabbatical leave is for professors, associate professors, and assistant professors, though many indicated that it is for professors and associate professors only. Though there is some variance, most schools report that it is once every seven years with half salary for a full year or with full

TABLE 1—Base Salaries and Standard Deductions for Men With Five Tax Dependents

Salary	W. H. Tax	Social Sec.	5% Retirement	Take-Home Pay
$4,000	$117.60	$90.00	$200	$3,592.40
5,000	285.60	94.50	250	4,369.90
6,000	501.60	94.50	300	5,103.90
7,000	674.40	94.50	350	5,881.10
8,000	825.60	94.50	400	6,679.90
9,000	998.40	94.50	450	7,457.10
10,000	1,171.20	94.50	500	8,234.30

salary for a half-year. Only three colleges reported having sabbatical plans for their administrators.

TRAVEL TO PROFESSIONAL MEETINGS

This question produced almost as many answers as there were colleges reporting. Some methods of payment of travel expenses to professional meetings are as follows:

No set plan, 4 schools; from 50 to 100 per cent, 4 schools; from 90 to 100 per cent, 6 schools; about 50 per cent, 4 schools; as budgeted, 2 schools; all costs, hotels and meals, 3 schools; round-trip coach fare, 4 schools; annual budget of $2400 allotted and distributed, 2 schools; $25 per member, 2 schools; $40 per member, 1 school; $75 per member, 2 schools; 10 per cent of salary, 1 school.

OFFICE ARRANGEMENTS

In the schools reporting, 27 per cent provide office telephones to full professors; 24 per cent, to associate professors; 19 per cent to assistant professors, and 19 per cent to instructors.

A full professor has a private office in 57 per cent of the schools replying; an associate professor in 46 per cent of the schools; an assistant professor in 28 per cent, and the instructors in 22 per cent.

Secretarial help is another fringe benefit, and in 28 of the 63 colleges responding to this question the method used is a secretarial pool. Department heads and others if possible have secretarial help in eight colleges; the administrative secretary occasionally assists the department head in six colleges; the large departments have a secretary in six colleges; the general faculty and performing arts have a secretary in four colleges; two faculty secretaries for duplicating and mailing and the like are available in a central services department in three colleges, and occasional, half-time, special help for research, or student help is available in eight other colleges.

The foregoing items are some that might be considered by colleges in developing a fringe benefits plan. It seems very possible that a college that paid, for example, $6000 salary plus many of the fringe benefits would compare favorably with a college that paid a higher salary and no fringe benefits. An adequate program would have to be worked out by each individual college, and obviously could not be put into operation all at once. To gain the best possible value from such a program it would seem best to announce the plan and then include it in each year's budget. Such a plan might be as follows:

First year: Pay all costs of retirement plan.

Second year: Add a $10,000 participating group life insurance plan.

Third year: Adopt a health insurance plan with medical catastrophe coverage, the college paying half and the employe paying half.

Fourth year: Adopt a definite worked-out plan for sabbatical leave so that all can count on this and plan for two or three years in advance.

Such statements, well worded and well thought out, as part of your program would more than compensate the college for the extra cost. After working with a faculty for 10 years, it seems to me that the question of total compensation, as important as it is, is not always the factor that determines whether a professor remains with or leaves a college. If the professor knows that the college is really attempting to provide his needs, such as some of these special items listed in the questionnaire, he or she feels much more a part of the institution.

TABLE 2—Plan A (5% increase added to base salaries shown in Table 1) and Plan B (payment by college for faculty share of retirement in lieu of 5% raise)

Plan	Salary	W. H. Tax	2¼% Soc. Sec.	5% Retirement	Take-Home Pay	Saving to Employe	Cost to College	Saving to College
A	$4,200.00	$151.20	$94.50	$210.00	$3,744.30		$210.00	
B	4,000.00	117.60	90.00		3,792.40	$48.10	200.00	$10.00
A	5,250.00	328.80	94.50	262.50	4,564.20		262.50	
B	5,000.00	285.60	94.50		4,619.90	55.70	250.00	12.50
A	6,300.00	544.80	94.50	315.00	5,345.70		315.00	
B	6,000.00	501.60	94.50		5,403.90	58.20	300.00	15.00
A	7,350.00	739.20	94.50	367.50	6,148.80		367.50	
B	7,000.00	674.40	94.50		6,231.10	82.30	350.00	17.50
A	8,400.00	914.40	94.50	420.00	6,971.10		420.00	
B	8,000.00	825.60	94.50		7,079.90	108.80	400.00	20.00
A	9,450.00	1,084.40	94.50	472.50	7,798.20		472.50	
B	9,000.00	998.40	94.50		7,907.10	108.90	450.00	22.50
A	10,500.00	1,257.60	94.50	525.00	8,622.90		525.00	
B	10,000.00	1,171.20	94.50		8,734.30	111.40	500.00	25.00

The next concern that arises is how much all of this would amount to in dollar-and-cents cost to the college. This would, of course, depend on the college, the location, and just how extensively the college wants to carry on these benefits. One important matter to consider is that the more benefits that can be given in lieu of salary, the more tax saving for the individual.

The two tables on page 36 indicate how a college might be able to benefit the faculty, taxwise, and at the same time save some expense. There is, for example, the man with a $6000 salary and a 5 per cent retirement plan in which the college and faculty share equally in payments. The college, in Plan A, gives a 5 per cent raise in salary, making his salary $6300, which increases his tax liability by $43.20 and the T.I.A.A. payments from his own check by $15, or a total of $58.20. Out of this $300 raise in pay he takes home $242.80, or about 20 per cent less. If, instead of giving a 5 per cent raise, the college were to assume the other 5 per cent retirement cost paid by the faculty member, as in Plan B, it would mean that his take-home pay would be increased by $300 instead of $242.80, and the cost to the college would be $300 instead of the $315.

Likewise, if a plan were adopted whereby a college paid one-half the hospital insurance cost, or even the full amount, this added amount (take-home pay) to the professor would not be taxable. This type of payment by the college would cut down the number of deductions from the pay check and in turn would aid the professor in knowing what his real salary is.

Yes, we must look at this matter of fringe benefits. A very attractive package plan can be developed. Colleges are often accused of being behind the times. Let's take a new look at this all-important area and become a leader instead of a follower. #

When you protect property against fire,

You Are Protecting Lives

FRED W. KEMPF
Chief, Chicago Fire Insurance Patrol

WHENEVER A COLLEGE HOUSES STUDENTS it has the responsibility of guarding them against the hazards of fire. The indignation of parents and citizens would be boundless if they knew students lived in firetraps. Yet the fact is that virtually every college and university building is potentially just that.

To those who have a responsibility for fire safety on your campus, I suggest you take inventory and determine how well your buildings are equipped to meet the challenge of fire.

1. Do you have an alarm system? How good is it?
2. Is your alarm system automatic?
3. Does the alarm system warn your fire department and building occupants at the same time?
4. Is your private fire fighting equipment adequate, taking into consideration building construction, occupancy, and your particular fire hazards?
5. Are your buildings equipped with automatic sprinklers?
6. Do building occupants know how to operate the extinguishers?
7. Are hose lines on standpipes in good condition and are nozzles free of obstruction?

It is safe to assume that most school buildings do not measure up to these requirements. Those charged with a fire safety program should see that school buildings are equipped with maximum fire protection from the architect's plans up to the installation of proper protective devices and private fire fighting equipment. Big fires usually do not start big; they grow from small ones. All they need is time. Belated discovery and delayed alarms are two major contributing factors in allowing blazes to develop into large loss of life or structural losses.

NEED BETTER PROTECTION

Employing watchmen at night does not completely solve the problem, as fires may not be promptly detected during the day or night in storage spaces or in concealed areas that are infrequently visited. Therefore, in order to meet and solve the high potentiality of loss of life in our schools, buildings need to be equipped with a more constant source of protection.

Automatic fire alarm systems employ thermostatic devices and are arranged to give an alarm of fire through suitable bells, gongs or other signals within a specific building and to notify the fire department at the same time. When fires are discovered in their incipiency, and the proper action is taken to extinguish them promptly, losses are generally small. Automatic alarm systems also have an important function in safety to life from fire whereby they arouse occupants and permit them to escape from burning buildings before fires have assumed dangerous proportions. In comparing automatic fire alarm and sprinkler protection, it should be noted that automatic sprinklers as usually installed include the alarm as well as the extinguishing function.

Thermostatic and other fire sensitive devices are designed to operate by the heat of fires, by dangerous increase in temperature, or by smoke and fire. There are five classes of fire detecting devices:

1. Fixed-temperature types, designed to operate when the temperature reaches or exceeds a certain value.

From a paper presented to the National Conference on Campus Safety at Purdue University.

Does the alarm system warn your fire department and the building's occupants at the same time? And is your private fire fighting equipment adequate?

2. Rate-of-rise type, designed to operate when the rapidity of temperature rise exceeds a predetermined rate.

3. Combined rate-of-rise and fixed-temperature type, designed to operate either when the rapidity of temperature rise exceeds a predetermined rate or when the temperature reaches or exceeds a fixed value.

4. Rate compensation thermostatic devices, operating on the rate-of-rise principle, modified to provide an assured actuation at some predetermined maximum temperature.

5. Smoke detectors, actuated when smoke interrupts a light beam to a photoelectric cell.

The thermostatic devices are subdivided into the following: (1) spot devices in which the thermally sensitive elements are "spotted" at specified distances apart on the ceiling or roof inside of the building, and (2) continuous line devices in which the thermally sensitive element is continuous along a line.

Thermostatic devices of all types should be installed where they will operate promptly in case of fire. Most of the devices have been tested by Underwriters' Laboratories and other laboratories, and the listings by the laboratories give installation requirements.

Thermostats of the fixed-temperature type usually have temperature ratings corresponding with those of automatic sprinklers, *i.e.* the ordinary, or 160° F.; the intermediate, or 212° F.; the hard, or 286° F.; the extra-hard, or 360° F.

Rate-of-rise thermostats are designed to operate at a rate of temperature rise likely to result from fire, but unlikely to occur from other causes. Under ordinary conditions where the thermostats are not likely to be exposed to sudden temperature changes, they should operate when the temperatures increase at a rate of 15° to 20° F. per minute. Less sensitive settings are used in locations where sudden temperature changes may normally be expected owing to opening of furnace doors or other causes.

Rate-of-rise thermostats are usually more sensitive than fixed-temperature thermostats, particularly in rooms in which incipient fires may cause a sufficient rate of temperature rise to operate the thermostats in appreciable time, sometimes several minutes, before the temperature at the ceiling is high enough to operate fixed-temperature thermostats. They are largely used in highly combustible occupancies where very prompt operation is important.

Automatic fire detecting systems should be installed with the best possible materials and workmanship to assure continuity of service with a minimum of maintenance troubles. The detecting elements must be located where they will be the most sensitive to fire and still be reasonably free from false alarm possibilities. It is highly desirable that the system be periodically inspected and maintained by trained employes of the manufacturer or by other competent parties.

The automatic sprinkler is by far the most important of all fire protection devices. It automatically distributes water upon a fire in sufficient quantities either to extinguish it or to hold it in check if it is located where it is impossible for water to reach it.

The water is fed to the sprinkler head through a system of piping, ordinarily attached to the ceiling, and the sprinkler heads are placed at intervals along the pipe. The solder type of sprinkler head embodies an orifice normally closed by a disc or cap, held in place by a strut or levers of metal held together with a fusible solder which melts at approximately 160° F., on the ordinary degree or "low-test" sprinkler. In various occupancies the 212° F., 286° F., or 360° F. head is used.

Attached to the top of the sprinkler head is a deflector or distributor against which the water is thrown with force and converted into a heavy water spray designed to cover or protect a certain area. When the sprinkler operates, because of the heating of the air around it, the operating parts are released and the water is discharged through the sprinkler orifice and against the deflector. The amount of water discharged depends upon the flowing water pressure and the size of the sprinkler orifice. From 7 to 8 pounds per square inch of working or flowing pressure is generally considered a minimum for the proper action of sprinklers having a nominal ½ inch orifice. At this pressure a sprinkler will discharge about 15 g.p.m., and cover a floor area of 100 square feet or more. The arrangement and spacing of the sprinklers conform to

well defined rules based on extensive experience and tests.

Automatic sprinkler systems should not be relied upon to control fires under all conditions of construction, occupancy or hazard, unless they have been specifically designed therefor. However, they are so effective that they do often control fires beyond the conditions for which they were designed, such as severe exposure from neighboring or adjoining buildings, fires starting in portions of buildings not equipped with sprinklers, quick spreading flash fires, or other conditions that may result in opening a large number of sprinkler heads.

WATER BIGGEST FACTOR

The effectiveness of a sprinkler system depends upon water in sufficient volume and at proper pressure. Many a system has failed to do what was expected of it because of lack of water. Closed, partially closed, or improperly operated valves are frequently responsible for failure of sprinklers to control a fire.

When sprinkler systems are installed in buildings it is important that all portions of the building or property be equipped with sprinklers. These include attics, basements, additions and extensions, stair or elevator towers or enclosures, unless such portions are of fire resistive construction and are vacant.

It is very important that contents of buildings be so arranged that the distribution of water is virtually unobstructed; then the seat of the fire may be reached by the water discharged by the sprinklers. For instance, sprinklers should be placed inside all enclosures, also under decks and platforms. The sprinklers should be kept clean and never covered with paint or similar material for this may affect their sensitiveness, or even render them entirely inoperative.

The pressure and volume of water must be adequate for the number of sprinklers that will operate. This water supply must be maintained until the fire is extinguished or under control. The system must at all times be in good working order with all valves open.

Fire department engineers estimate that sprinklers extinguish or control 96 per cent of all fires in sprinklered buildings. The 4 per cent of failures or uncontrolled fires in sprinklered buildings are caused by closed valves, poor maintenance of sprinkler system, lack of water supply, explosions rupturing systems, and other causes. Water supplies to sprinkler systems may be by direct flow of water from public water supply or mains of not less than 6 inches, depending on height and area of buildings. Gravity tanks of adequate capacity and elevation make a good primary supply and may serve as a single supply. A pressure tank supply may also be acceptable in some cases as a single supply. Sprinkler systems may be fed by gravity tank or pressure alone or by a combination of both augmented with an automatic fire pump and fire department siamese connection.

In addition to the saving of life and in direct fire losses through sprinkler protection, there is a similar saving through uninterrupted business. An unknown but possibly even greater saving is due to the reduction in conflagration and exposure losses that reasonably may be attributed to the general use of automatic sprinkler protection.

When automatic sprinkler protection is not practicable, a substantial degree of protection may often be obtained by the installation of a partial system to cover the most hazardous portions. Such installations may save many lives.

Statistics show that basement fires cause a far greater loss per fire than fires starting in other portions of the building. These fires may not be discovered immediately and may spread rapidly to floors above; they are more difficult to extinguish than fires starting elsewhere. Furthermore, basement fires endanger life to a far greater extent than fires in other portions of the property. This is especially true of buildings in which people live or in places of assembly, such as schools, halls and the like. Installation of automatic sprinklers in basements under specified conditions is required by law or ordinance in a number of cities to provide limited protection to property or safe exit from the building.

Some classes of property are especially adaptable to the use of partial equipment. These include small hotels, residence halls, homes for the aged, hospitals, small institutions, and some public buildings. Just what portions of such buildings should be equipped depends on construction features as well as occupancy and fire hazards. In apartment houses, tenements, residence halls, and similar properties of ordinary construction, partial installations should include basements, kitchens, laundry, storerooms, hall stairways, elevators and other floor openings. In buildings of fire resistive construction with "light hazard" occupancy, it may not be necessary to protect other than the so-called working portions, such as kitchen and laundry, and portions used for storage of combustible materials.

Water supplies should be adequate. In a partial system more sprinklers may be opened in a fire that originates in an unprotected area and spreads to the sprinklered area than would be the case in a completely protected building.

The fire prevention and fire protection problem resolves itself into preventing the outbreak of fire, preventing the serious spread of fire, and providing for the prompt detecting and extinguishing of fire. All three phases of the problem must receive attention, for the possibility of human or mechanical failure makes it unsafe to place sole reliance on any one method. To know how to secure the greatest practical measure of safety and financial return with the least effort, expense and interference with business frequently requires wide knowledge of past experience and good judgment in the case. #

Are hose lines in good condition and are nozzles free of obstruction?

No. 4 of a second series

Auditors Aid Administration Through Planning

A. E. MARIEN
Internal Auditing Division, University of Illinois, Urbana

PERHAPS THE GREATEST IMMUTABLE or unchangeable law of the universe outside of certain great physical laws is change itself. Because of the law of change, the function of the internal auditor in the modern sense of aiding management is highly important.

Constantly changing conditions require changes in presently operating plans as well as the designing of plans for the expansion of old programs or the origination of new programs. The appraisal activity of the modern auditor informs management of operational deviations from present plans for carrying out management's objectives; also, the modern auditor may effect small changes in present and future plans and suggest major changes in present and future plans. The latter usually are effected by the forms and procedures manager and his staff and/or higher management.

Plans, of course, are the procedures for carrying out management's policies or goals. Put simply, if one's personal objective is to arrive at a railroad station in time to catch a train, he decides upon a procedure for attaining that goal most efficiently. Changing conditions, however, such as weather, finance or timing—considered singly or in combination—may require new plans, or the curtailment or expansion of the old ones.

M. B. T. Davies describes plans as follows: "In their broadest sense, plans represent the expansion of a business objective, defined for the use and guidance of a lower level of management. In a narrower sense, they consist of a more precise course or courses of work to be done to attain the desired objective."[1] The latter concept deals with work procedures; the former concept is concerned with the control-engineered procedures which are audited—to see if they are adequate in relation to their objectives and results and to see if they are properly complied with.

A brochure recently prepared by the department of finance of the state of Illinois points out that the planning function assures that the programs developed are the most effective and economical for achieving institutional objectives.[2] The pamphlet further states that maintenance of the proper accounts and records will assist in planning future programs. Another aspect of the latter idea, of course, is that internal audit reports of those accounts and records, likewise, will assist management in planning future programs.

EFFECT ONLY MINOR CHANGES

The majority of internal audits recommend or effect through follow-up work only minor changes in procedures or plans. If an audit discloses a need for a major procedural change, this internal need will likely be referred to the forms and procedures staff or to top management. Or, top management, in anticipating a new plan or a change in an old plan, may ask the auditors to provide the necessary financial data on which to base its decisions.

One such problem—an anticipated change in an old plan because of changing conditions resulting from growth and other factors—confronted the business officer of a state institution. Under consideration was the expansion of an existing program and changing the finance of the program from a subsidized self-supporting basis to a budgetary basis. Detailed and accurate data were required to determine if the anticipated expansion of the program was warranted and, if so, to determine what the budgetary needs of the expanded program would be. And, an expanded program with a different financial basis would require a different set of procedures.

In tackling the problem, the auditors prepared a three-year analysis and summary of the activity's revenues and expenditures—some of which were in accounts other than the self-supporting account for the activity. Sources of revenue included three contractual sums, five private grants, and four appropriation amounts (mostly administrative salary and wages in the other accounts). On the basis of the audit study, the institutional business officer initiated at the beginning of the next fiscal year a regular budgeting procedure for an expanded program of the activity. A different procedural handling of the activity's receipts was also begun so that they would revert to the state.

LAW OF CHANGE IMMUTABLE

An excessive number of deviations from a plan or procedure indicates either that the procedure itself was faulty from the beginning or that changing conditions in other areas of management above or below the plans or procedures, including the affectation of those areas by outside changing conditions, induced weakness into the procedure. (Areas of management above or below plans are: external public regulations and internal policy making, organization and personnel, departmental operations, communications.) A weak procedure, in turn, will cause an adverse impact in other managerial areas.

The auditor who is cognizant of the immutable law of change and who wishes to aid management constructively will appraise plans or procedures continually to observe how changing conditions have affected the old procedures and to see if the new ones are proper. His point of view, of course, needs to be a broad over-all one in order to detect the results of incorrect procedures upon other areas of management. The up-to-date auditor must not be so engrossed with the checking of details that he "cannot see the forest for the trees." #

[1] Davies, M. B. T.: Objectives of Internal Auditing. The Internal Auditor: September 1957, p. 73.

[2] Requirements for Internal Control and Recordkeeping in State Agencies, Department of Finance, Morton H. Hollingsworth, director. State of Illinois, December 1957, pp. 8, 9.

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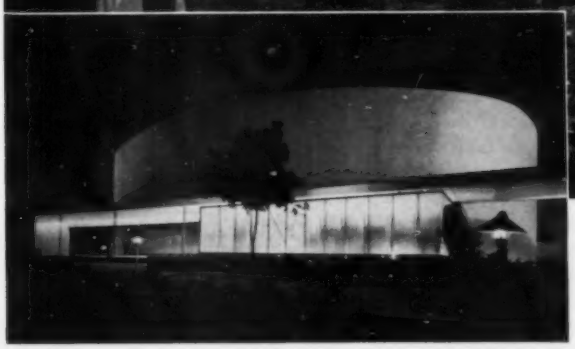

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Frustrations in Food Service

R. J. LICHTENFELT
Director, Keeler Union and College Food Services
Central Michigan College, Mount Pleasant

THE GREATER PART OF COLLEGE AND university physical expansion since World War II has taken place in the areas of housing and food service. With this unprecedented growth there, of course, developed problems that required the services and experience of specialists, specialists in the areas of *accounting, counseling, psychology, science, public relations, personnel relations,* and *administration.*

RECOMMENDATIONS OFTEN IGNORED

The ironical, and often discouraging, outcome of this employment of specialists, in many instances, has been the way in which their advice, experience and recommendations have been ignored or overruled. This is particularly true in regard to food services, where business officers often make vital decisions in regard to: (1) construction design, (2) layouts, (3) equipment needs, (4) board rates, (5) personnel increases, and (6) hours of service. All of these decisions they make without sufficient experience or evidence to support their conclusions and, often, without any consultation with their food service director.

This has been confirmed by the president of a large food service management firm, whom I quote:

"We find that a school administrator's reaction to a proposal, suggestion or recommendation by one of our people is acted upon more quickly than if it were made by his own food service director."

Is it any wonder that so many food service directors are frustrated in their work, or feel stymied and hamstrung by superiors who lack the vision, experience and technical knowledge necessary for making decisions in this tremendous field of food services?

The food service industry has, in the last 10 years, witnessed a revolution of such magnitude in equipment, kitchen design, layouts, foods, technics, methods and research that it staggers the imagination. I cannot conceive how a business officer, or anyone outside of this field, can be so expert when food service people themselves must work madly just to keep abreast of changes.

When it comes to deciding whether a college or university should manage its own food service or make a contract with a concessionaire, to my mind there can be no issue for those schools who feed more than 500 students. Colleges and universities can no more abdicate their responsibility in this area than they can shun responsibility for student housing, student health, student discipline, the college curriculum, or the business and finance department!

Colleges and universities are obligated to provide their students with sound diets and a wholesome atmosphere and to protect their health with sanitation standards of the highest degree. These and other necessary services are not achieved by remote control (or by some district office). They can be accomplished only by a college employed person, sympathetic to the fundamental functions, goals and purposes of the college, who is in the arena of action 24 hours a day.

The claims of commercial caterers to control costs, to maintain quality satisfaction, and to eliminate student dissatisfaction can be met equally well, if not better, by a college or university operated food service. Richard G. Vogel of Washburn University hit the nail squarely on the head when he stated that "if the institution is willing to do normally what an outside administrative group would be willing to do, namely, employ the most competent type of people to operate the food services, the results of the institution can be just as good." I would add to Mr. Vogel's statement: Give the trained, competent food services director authority!

UNFAIR COMPARISON

A college or university has no right to expect its food service director, hampered by restrictions, unreasonable demands, indecision on the part of policy makers, and unjustifiable requests, to operate as freely and as efficiently as an unfettered concessionaire. I am not acquainted with any concessionaire who carries the tab for all visiting guests of the college or university; who absorbs the entertainment expenses of the president; who operates efficiently and profitably during slack or vacation periods; who is

From a paper presented at the meeting of the Central Association of College and University Business Officers, Chicago, 1958.

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General Office Chair

forced to increase his expenses by working personnel on a basis entirely unlike those of other similar establishments in their area, and who, at the same time, provides service and quality food of the highest type at the lowest possible price! In spite of the limitations imposed upon them, many food directors, with great conscientiousness and effort, still do a very commendable job.

If the food service operation is a problem on your campus, and the business officer sincerely and honestly seeks a solution to it, I would suggest that he approach it with this attitude in mind:

1. He must realize that food service operation is not a job for a novice; rather it is a highly specialized field and requires competent, experienced personnel, in sympathy with the aims and purposes of education. Therefore, he should resolve to employ a competent person and pay him a salary commensurate with the job requirements, responsibilities and his qualifications.

2. Status is as important to food service directors as it is to other faculty members. In most instances he is as well trained and qualified in his field as they are in theirs, and carries a heavier burden of work and responsibility.

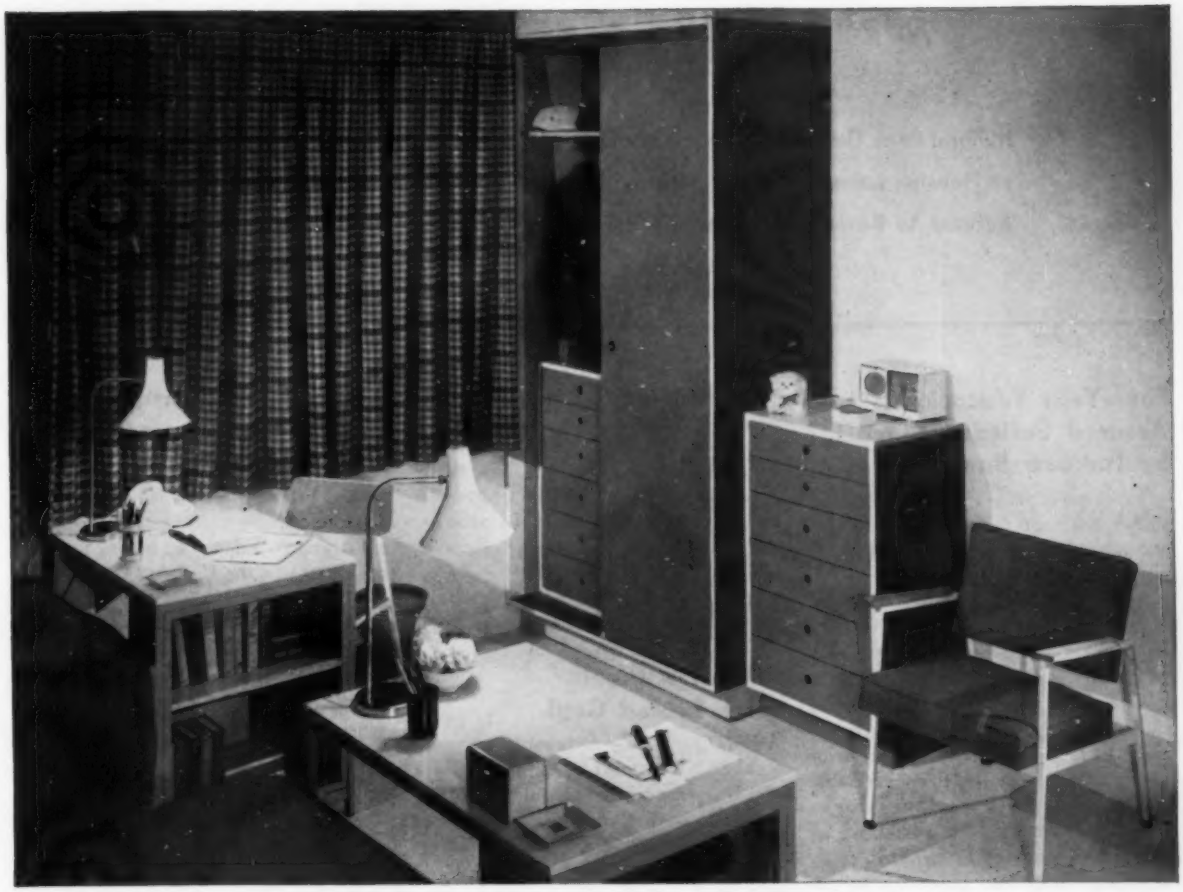
The food service director can do their work, but they cannot do his. He is on the firing line seven days a week and there are no riots if the professor does a poor job of teaching. Therefore, the food service director should rank equally with a department head or professor, depending upon the size of the food service.

3. Express confidence in the food service director by giving him room and freedom in which to operate. And give him an important share in making decisions in his own area.

4. Assign responsibility to the food service director, but, in so doing, provide him with sufficient authority to carry out his responsibilities.

5. Don't make it difficult for the food service director to get through to the administrator. Schedule regular meetings with him at which administration and he, in an atmosphere of common concern and interest, can dispassionately discuss policies and problems relative to the food service operation.

These are the guidelines to a happier and more profitable college food service operation. #



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NEWS

Indiana Bank Guarantees Four-Year College Education . . . Interest Rate Cut on Housing Loans . . . Administration Charged With Poor Planning . . . Court Refuses to Review Bias Case . . . Grants Awarded for Educational Radio

Four-Year Educations Assured College Students by Indiana Bank Plan

INDIANAPOLIS. – The Indiana National Bank of Indianapolis recently announced a public service program that will finance and guarantee the payment of a four-year education for college students. Seven Hoosier colleges are already participating in the program.

Called College Educations Assured, the Indiana National Bank plan is reported to be the first of its size ever instituted. It provides that parents or guardians of students can make monthly payments to the bank for as long as six years. The bank, in turn, advances lump sum payments to the colleges as they are due. Parents pay a low rate of interest on the amount of money paid to a college during a school period, but only on the money paid out in excess of what they have prepaid into the plan at that time.

The seven Hoosier colleges already offering the plan to students are Indiana University, Wabash, Franklin, Earlham, Ball State, Indiana State Teachers, and De Pauw. Several other schools have the plan under consideration.

Bank officials said the College Educations Assured plan was being offered to present and prospective students of all colleges in Indiana. The bank will also accept applications from students' families or guardians for any U.S. college, so long as the students are residents of Indiana.

Bank officials said that College Educations Assured is completely flexible as to tuition charges and other college expenses. Accelerated payments can be made and scholarship or working grants used to reduce the total sum.

Pressure on scholarship funds, student funds, and other supplemental educational funds in the colleges is expected to be relieved by the plan.

College Educations Assured is a contract between students and their families and the Indiana National Bank. Colleges do not participate in the plan in any way except to receive lump sum payments from the bank as they are due. There is no contingent liability on the college's part.

Cornell Alumni Gifts Exceed Goal

ITHACA, N.Y. – A record amount, $800,252, was contributed to the Cornell University Alumni Annual Giving Program during 1957-58, despite a recession felt by business and industry alike. The sum exceeds the $800,000 goal set for the program this year.

Norman R. Steinmetz, chairman of the program, reports that the fund comes from 17,537 individual contributors, another new record, exceeding the previous record set last year, which was 16,318 donors.

This year's program shows a 13 per cent increase over last year's $707,587.

Cut Interest Rate on College Housing Loans

WASHINGTON, D.C. – The Housing and Home Finance Agency announced a cut of one-eighth of 1 per cent on government loans to finance construction of college housing. The new rate of 2⅞ per cent will apply on loans made until June 30.

The interest rate cut was made under a formula tying it to the average interest rate on the national debt, which has been declining somewhat in recent months.

Since the inception of the college housing program in 1950, it has handled a total of 726 loans amounting to $722 million.

Management Consultant Charges Administration With Poor Planning

ANN ARBOR, MICH.—Planning is the most neglected function in college administration today, a management consultant told the University of Michigan's fourth annual Institute on College Administration last month.

H. J. Heneman of Cresap, McCormick & Paget, said: "It's questionable that society will indefinitely support poor planning and weak management in many of the nation's colleges."

He recommended appointment of full-time planning officers and more effective policy making by governing boards as two means of meeting this problem.

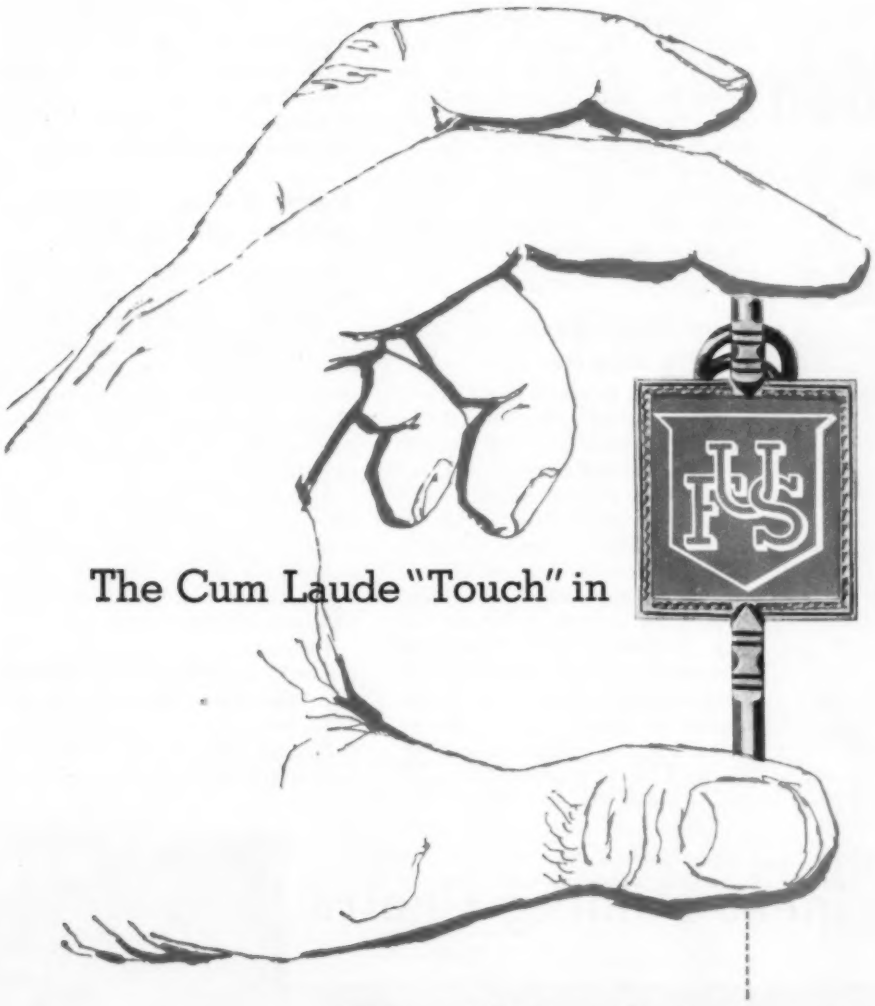
Studies conducted by his firm show that governing boards spend an average of five-sixths of their meeting time handling administrative trivia. "Governing boards may either lack the information necessary for policy making or be flooded with too many facts," he said. Among the proper concerns of these boards he listed:

1. Development of educational objectives on an institution-wide basis.
2. Maintenance of "true freedom" to pursue these objectives.
3. Provision of adequate financial resources for a high quality faculty.
4. Full use of physical plant and other resources to attain the institution's objectives.

Pitt Buys Theater for Student Assemblies

PITTSBURGH.—The sale of the Schenley Theater in Oakland to the University of Pittsburgh was confirmed recently in a joint announcement by the university and the Stanley-Warner Corporation, owners of the theater for 34 years.

The university took possession of the theater July 1 and will make use



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of it as an auditorium for student assemblies and other purposes.

The building was built in 1914 and served first as a legitimate theater. In 1922 it became a silent movie house and has been operated as a conventional movie theater since 1928.

High Court Refuses to Review Girard Case

WASHINGTON, D.C. – The Supreme Court recently refused to review an arrangement whereby Girard College in Philadelphia is continuing as a school for white orphans only.

In 1954, the high court ruled that the school violated the Constitution in barring Negroes because the institution was governed by public trustees. To adjust to this situation, private trustees were named. In establishing the school in 1830 through his bequest, Stephen Girard, Philadelphia merchant executive, specified that the school was to be for white boys only.

After the 1954 Supreme Court ruling, the Philadelphia Orphans Court appointed 12 private trustees to administer the will. The Orphans Court action was affirmed by the Pennsylvania Supreme Court last January 24, causing attorneys for the Negro students to appeal again to the highest tribunal.

The Supreme Court action was a short order that said that a motion by the new trustees to dismiss the appeal had been granted. Furthermore, the court said it would also deny a petition for review. The effect is to let stand the new arrangement whereby the school may adhere to the wishes of Stephen Girard that the school be operated for white orphans only.

Grant Helps Boost Faculty Salaries

CALDWELL, IDAHO.—Faculty salaries at the College of Idaho will be substantially increased beyond the amount originally planned for next year, according to a surprise announcement made by President Tom E. Shearer during the commencement program.

The Steele-Reese Foundation of New York City, established by Mrs. E. P. Reese of Salmon, Idaho, has made a challenge grant of $17,000 to the college which will enable the administration to match the sizable increase in faculty salaries already provided in the budget for 1958-59. The foundation trustees, according to Dr. Shearer, made this grant because they felt that improving faculty salaries is the most important area of need facing all colleges.

One purpose of the grant is to help the college challenge its constituency to increased giving in order to maintain the higher budget for salaries.

Trinity College Surpasses Its $4½ Million Drive

HARTFORD, CONN.—Trinity College announced on June 30 the successful completion of its three-year $4,570,000 "Program of Progress" development campaign. The college surpassed its goal by $90,998, President Albert C. Jacobs announced. Both the goal and the results set national records, he said.

All areas of the drive surpassed their respective goals, President Jacobs noted. The Greater Hartford area surpassed its million dollar goal, collecting a total of $1,735,536, with contributions still being received.

The trustees of the college contributed $801,764 against a $500,000 goal, the alumni gave $1,038,797, 103.8 per cent over the million dollar goal, and the Parents Association topped its $250,000 goal by $64,313.

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Establish Fund for Faculty Improvement

LAKE FOREST, ILL.—A $100,000 grant has been made to Lake Forest College from the Irene Heinz Given and John La Porte Given Foundation of New York. The grant will be used to establish a Given Foundation Fund for Faculty Improvement, according to Dr. Ernest A. Johnson, college president.

"The income from this permanent fund can be used for such projects as faculty travel-study, for additional faculty participation in professional meetings, and to initiate a sabbatical leave program for faculty research," Dr. Johnson said. He added: "It also can be used to bring to the campus for short periods outstanding authorities in various fields as 'professors in residence' as well as special lecturers. Faculty and students alike will benefit from the presence of these visiting scholars."

Dartmouth Medical School Given $1 Million

HANOVER, N.H.—A million dollar grant from the Commonwealth Fund to the Dartmouth Medical School has been made to aid in the development and expansion of a five-year program integrating liberal arts studies and the basic medical sciences.

Dr. John Sloan Dickey, president of Dartmouth, explains: "The Dartmouth program, which the close relation of the college and medical school makes possible, will give the students a continuing educational experience from the undergraduate premedical years through the first two years of graduate work with exposure to combined faculties cooperating in a program of liberal scientific education."

Under the new program, graduates of the five-year Dartmouth system are expected to complete their final two years of clinical studies at four-year medical colleges. This arrangement is expected to shorten by one year the time required for the doctor of medicine degree.

Soviet Exchange Students Refuse to Share Housing

MIDDLEBURY, VT. — An Associated Press story reported that 10 Russian exchange students had demanded hospitality on their own terms at Middlebury College and refused to share quarters with American students.

It was said that the Russians' attitude prompted Dr. Stephen Freeman, vice president of Middlebury College, to wonder "if it is the quarters or ideas that they are afraid of sharing."

According to reports, the Russian students under the leadership of Evenii Bugrov informed college authorities that the Soviets would not share sleeping accommodations with American students at the college's summer Russian Language School and Institute of Soviet Studies. Bugrov also insisted that if the Russian exchange students were not all housed together, he would demand taxi fare back to Brattleboro.

The Russians are 10 of 20 Soviet students touring the United States under the first Russian-American student exchange program. The program is under the direction of the Council of Student Travel of New York, a coordinating agency for U.S. youth and service organizations.

College authorities had originally planned to house the Russian students with Middlebury students so there would be an exchange of ideas.

Grants for Development of Educational Radio

ANN ARBOR, MICH.—The Educational Television and Radio Center has awarded grants totaling $40,512 to six organizations for the development of educational radio programs, President H. K. Newburn of the Center announced last month.

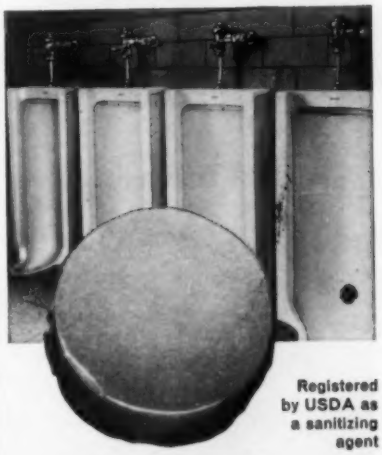
Grants were awarded as a part of the Center's three-year support plan for educational radio program development. The grants are administered in cooperation with the National Association of Educational Broadcasters, which will distribute programs produced under the grants over the NAEB tape network.

Radio stations and amounts of their grants include:

WUOM, University of Michigan, $10,100; WHA, University of Wisconsin, $12,490; WUNC, University of North Carolina, $7000; WBAA, Purdue University, $4670; WSUI, State University of Iowa, $752; WGBH, Lowell Institute Cooperative Broadcasting Council, Boston, $5680.

In announcing the radio grants, President Newburn acknowledged the encouragement and guidance of the National Association of Educational Broadcasters in helping to carry out the program of grants-in-aid.

NEW HUNTINGTON ODOR BAR BLOCKETTES



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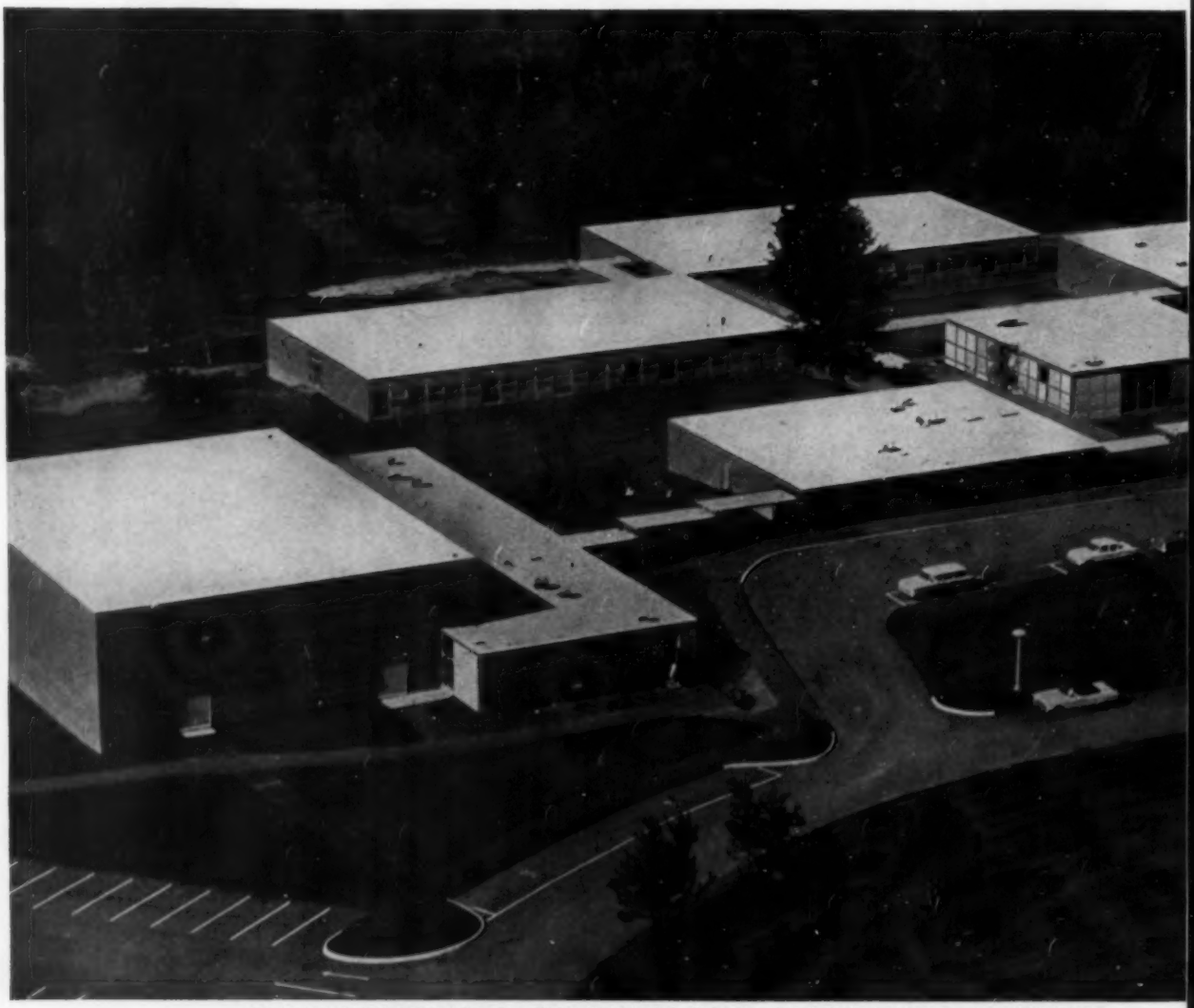

John Jay Junior-Senior High School, Cross River, N.Y. Architects: Ketchum, Gina & Sharp, New York. Structural Engineers: Severud-Elstad-Krueger.

A Lupton aluminum curtain-

helps sustain a single design theme throughout eight

The new $1,700,000 John Jay High School in New York's Katonah-Lewisboro district is a monument to the determination and pride of a community. And, with its completion, the project also becomes an indication of what architects can accomplish with a low-cost and versatile LUPTON curtain-wall system.

At the outset, it was obvious that each building would present particular planning problems of its own (see illustrations at right), yet it was esthetically desirable that the school—taken as a whole—retain a continuity of design. A most satisfactory combination of beauty and economy was found in aluminum curtain-wall construction.

Imaginative use of LUPTON aluminum projected window components and insulated porcelain-enameled panels enabled the architects to incorporate the required combinations of vision, natural lighting, and ventilation in their designs without destroying the relation of each building to its neighbors. Moreover, this was accomplished within the Trustees' original budget.

The versatility and design flexibility of LUPTON aluminum curtain-wall systems make an investigation worth your while. They save money, go up fast (usually from *within* the building, without scaffolding), and permit creative freedom for far less than you'd think. By leaving the entire job to LUPTON—including erection by swift, skilled LUPTON crews—you can effect even greater savings.

Photographs by Continental Air Views and Joseph W. Molitor.

GLASS BALANCED WITH OPAQUE PANELING for classrooms. Here, natural lighting was neither practical nor desirable, and custom-engineered, insulated porcelain-enameled panels by LUPTON were specified for their beauty and thermal insulation value. The LUPTON windows open for air and for cleaning from the inside.

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ABUNDANT NATURAL LIGHT was wanted for this north wall of the John Jay library. LUPTON weathertight aluminum projected windows were selected and delivered ready for installation. Good-looking, rugged, and simple to put up, they provide light and maximum controlled ventilation to this outstanding building.

NAMES IN THE NEWS

Karl O. Werwath

Karl O. Werwath, president of the Milwaukee School of Engineering, recently won the 1958 James H. McGraw Award of the American Society for Engineering Education for outstanding contributions to technical institute education. **Dr. Frederick C. Lindvall,** president of the A.S.E.E., presented the citation and a $500 cash prize at a special dinner of the society's technical institute division at the annual meeting at the University of California, Berkeley.

Russell M. Cooper, assistant dean, college of science, literature and the arts at the University of Minnesota, has been elected president of the Association for Higher Education of the National Education Association for the year 1958-59. Mr. Cooper succeeds **Paul G. Bulger,** provost and professor of education at Teachers College, Columbia University, and will assume office on September 1.

Harold M. Edwards will retire September 1 after having served as director of purchases for the University of Illinois since 1917. **James E. Osborn,**

Harold M. Edwards

James E. Osborn

a member of the administrative staff of the university, has been named director of purchases to succeed Mr. Edwards.

Dr. Kenneth R. Erfft, formerly treasurer and controller of Rutgers, the State University, New Brunswick, N.J., has been named vice president and treasurer of the university.

William M. Stanton Jr., business manager of Park College, Parkville, Mo., resigned to go to Swarthmore College as director of physical plant. Mr. Stanton joined the Park College staff in 1951 as director of campus operations, and in 1952 became business manager.

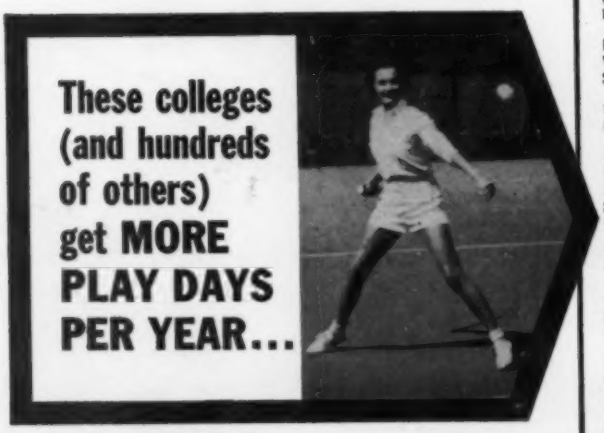
Donald E. Smith, director of university relations at the University of Rochester, Rochester, N.Y., was elected president of the American Alumni Council at its annual meeting held recently at Lake Placid, N.Y.

William J. Holland, formerly with the Union Carbide and Carbon Company of Oak Ridge, Tenn., has been named president of Bradford Durfee College of Technology, Fall River, Mass. He succeeds **Dr. Leslie B. Coombs,** who retired June 30 after having served the college for 24 years as head of the chemistry department and later as president.

Arthur L. Cotton, assistant to the business manager at Oberlin College, Oberlin, Ohio, for the last year, has assumed the newly created position of controller.

Robert L. Gallegly, chief accountant of Southern Illinois University, Carbondale, became business manager of the university on July 1. Mr. Gallegly, who joined the university staff in 1946 as chief accountant, has been acting business manager since last year. His predecessor, **Edward V. Miles Jr.,** is now an assistant to **D. W. Morris,** S.I.U. president.

David A. Dudley, director of the advanced placement program of the College Entrance Examination Board,



University of California at Los Angeles
University of Vermont
University of Maine
United States Naval Academy
Mississippi State College
Virginia University
San Francisco State College
University of Kentucky
Louisiana State University
San Jose State College
University of California
Stanford University
San Diego State College
Sacramento State College
Mercer University
Oregon College of Education
Yale University
University of Notre Dame
North Carolina State College
Marymont College
University of Texas
Reedley Junior College
Salem College
Roanoke College
Western Maryland College
Indiana State Teachers College
Loyola University
Connecticut College for Women
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Santa Clara University
University of San Francisco
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Non-maintenance, true-plane Laykold® and Grasstex® tennis courts are resilient and durable; always ready for play.

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Baltimore 3, Md. St. Louis 17, Mo. Cincinnati 38, Ohio
Mobile, Ala. San Juan 23, P. R. Tucson, Ariz.
Inglewood, Calif. Oakland 1, Calif. Portland 7, Ore.

has been named director of admissions for the professional schools at Columbia University.

Landrum R. Bolling, general secretary of Earlham College, Richmond,

L. R. Bolling

Harold C. Cope

Ind., since 1955, has been appointed president. **Harold C. Cope,** formerly assistant controller and manager of dining rooms and residence halls, has been named business manager. The former president, **Thomas E. Jones,** and the vice president, **Paul J. Furnas,** who had occupied their posts since 1946, retired June 30.

Joe Jefferson, formerly assistant provost of Columbia University, has been appointed director of university admissions and financial aid. He succeeds **Harold E. Lowe** in the admissions post. Mr. Lowe is now director of student interests and assistant to the vice president.

William S. Carlson

Dr. William S. Carlson, former president of the State University of New York, has been named the tenth president of the University of Toledo. He takes over his new duties in September, succeeding **President Asa S. Knowles,** who is president-elect of Northeastern University in Boston.

Wendell W. Ellenwood, program planning officer for the U.S. Civil Service Commission in Washington, D.C., has been named director of the Ohio Union at Ohio State University, Columbus. He succeeds **Frederick Stecker,** appointed director of university relations last year. **Clarence G. Dougherty** has been acting director of the Union.

Philip Price, dean of students at Clarkson College of Technology, New York, has been named director of student activities at New York University's Bronx campus at University Heights. Mr. Price will serve also as director of the Gould Student Center, succeeding **Dr. Lewis M. Wiggin.**

The Ohio State University Division of Business and Finance, recently reorganized, brought changes in title to four staff members. The new organization plan is the result of a study of the functions and responsibilities of the division made by **Gordon B. Carson,** after his appointment to the division vice presidency last March. Title changes approved by the board of trustees include those of: **John M. Wilcoxon,** now administrative assistant, to special assistant; **Dr. Paul L. Noble,** assistant controller, to assistant treasurer; **Ernest W. Laggett,** director, internal audit, to assistant controller; **Joseph F. Medley,** director of stores and receiving, to director of commercial departments. The reorganization included a regrouping of staff functions into the six general areas within the division. Heading the areas are **William E. Linch,** university architect; **Paul H. Elleman,** director of physical plant; **Charley F. Miller,** controller; Dr. Noble and Mr. Medley.

Rev. Brother Urban, former treasurer of the liberal arts college of St. Francis College in Brooklyn, has been named to the presidency, according to an announcement by the **Very Rev. Brother Bertrand,** Superior General of

THE TASK FOR FUND RAISING COUNSEL

There is an awareness of the critical situation in the nation's education system today throughout the land.

But it is, by and large, a quite casual awareness.

Many whom Sputnik I awakened have been lulled by Explorer I, or made indifferent or inactive by economic trends.

Translating this largely latent concern into active financial support for America's colleges and universities is a prime task for fund raising counsel.

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24 North Wabash Avenue
Chicago 2, Illinois
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Southwest Division:
2015 J Street
Sacramento 14, California
Hickory 6-5759

the Franciscan Brothers. The entire faculty is composed of teaching brothers of the Franciscan Order. The college will celebrate its centennial next year, according to news releases.

George F. Kindley

George F. Kindley, executive vice president of the Edgar Morris Sales Company, appliance wholesalers, is the new purchasing agent of the American University, Washington, D.C. He succeeds **Glen Hickey.**

William V. Morgenstern, director of public relations of the University of Chicago since 1942 and publicity director from 1927 to 1942, has been named secretary of the university. Mr. Morgenstern will assume his new duties September 15. The new director of public relations will be **Carl W. Larsen,** former member of the *Chicago Sun-Times* editorial staff. Since the spring of 1957, Mr. Larsen has been executive assistant for public information at Argonne National Laboratory, operated by the University of Chicago, near Lemont, Ill.

Rev. Xavier Crowley, former president of St. Francis College, Loretto, Pa., died recently of a heart ailment. He was 52 years old.

Dr. Rainey T. Wells, 82, founder and former president of Murray State College, Murray, Ky., died recently. He was president of Murray State from 1926 to 1933.

DIRECTORY OF ASSOCIATIONS

National Federation of College and University Business Officers Associations

President: C. O. Emmerich, Emory University; vice president: Kurt Hertzfeld, University of Rochester; secretary-treasurer: G. W. Green, California Inst. of Technology.

National Association of College Stores

President: Helen Amberg, Campus Store, Colgate University, Hamilton, N.Y.; general manager: Russell Reynolds, Box 58, 33 West College Street, Oberlin, Ohio.

Association of College Unions

President: J. Wayne Stark, A. & M. College of Texas; secretary-treasurer: Edgar A. Whiting, Cornell University; editor of publication: Porter Butts, University of Wisconsin.

Association of College and University Housing Officers

President: William C. Wells, University of Maine; secretary-treasurer: Leonard A. Schaadt, University of Michigan.

College and University Personnel Association

President: Diedrich K. Willers, Cornell University; secretary-treasurer: Shelton F. King, Carnegie Institute of Technology; executive secretary: Donald E. Dickason, University of Illinois, Permanent headquarters, 809 S. Wright St., Champaign, Ill.; Kathryn Hansen, editor, C.U.P.A. Journal.

American College Public Relations Association

President: James R. Jordan, State University of Iowa; executive secretary: W. Noel Johnston, 1785 Massachusetts Ave., Washington, D.C.

National Association of Physical Plant Administrators of Universities and Colleges

President: M. F. Fifield, University of New Mexico; secretary-treasurer: J. D. McFarland, University of Arkansas.

National Association of Educational Buyers

President: George W. Warren Jr., Baltimore Department of Education, Baltimore; executive secretary: Bert C. Ahrens, 1461 Franklin Ave., Garden City, N.Y.

Convention: May 11-13, Fontainebleau Hotel, Miami Beach, Fla.

Associations of College and University Business Officers

American Association

President: William M. Jones, North Carolina College; secretary: S. V. Jeter, Clark College, Atlanta, Ga.

Central Association

President: Robert W. Hoefer, University of Cincinnati; secretary-treasurer: Ralph Olmsted, Evansville College, Evansville, Ind.

Eastern Association

President: Edward K. Cratsley, Swarthmore College; secretary-treasurer: Kurt M. Hertzfeld, University of Rochester.

Southern Association

President: G. C. Henrickson, Duke University; secretary: C. O. Emmerich, Emory University.

Western Association

President: Duncan I. McFadden, Stanford University; secretary: Robert B. Gilmore, California Institute of Technology.

Canadian Association of University Business Officers

President: W. J. Condo, controller, University of Manitoba; secretary-treasurer: D. S. Claringbold, treasurer, Hart House, University of Toronto.

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Administrative and/or Financial Position—Experienced in educational and commercial supervisory and accounting functions; B.S.C. and M.B.A.; desire Midwest location. Write for complete resumé to Box CW 424, COLLEGE AND UNIVERSITY BUSINESS.

Business Manager—Experienced in all phases of college business office administration; including building and grounds, book store, food and room service, budget control, preparation and interpretation of financial statements; mid-west location preferred. Write Box CW 397, COLLEGE AND UNIVERSITY BUSINESS.

Business Manager, Treasurer, Controller, Administrator—Man; age 43; B.B.A. and M.B.A. Degrees in Accounting; experience 20 years in all phases of financial, managerial accounting and business administration; desire position as business manager, treasurer, controller or administrator with progressive educational institution where opportunity also exists for part-time teaching and continued research toward Doctorate Degree; presently employed as controller for large industrial concern; resumé forwarded upon request. Write Box CW 426, COLLEGE AND UNIVERSITY BUSINESS.

Food Service Director—Diversified experience in large volume operations, university and commercial. Write Box CW 433, COLLEGE AND UNIVERSITY BUSINESS.

Food Service Director—Successful experience in college food service department; emphasis on quality foods, menu planning, and cost control; also varied experience with personnel; presently employed but desires a change. Write Box CW 431, COLLEGE AND UNIVERSITY BUSINESS.

Superintendent, Buildings and Grounds—48 years old, unusually good health, Christian family man; don't drink; 15 solid years background managing municipal properties—all phases; desire to get into maintenance of college buildings and grounds; because of no actual experience in colleges, I am turned away; will someone—small college preferred—give me an opportunity? Anxious to re-locate by fall term; can furnish best of references. Write to Box CW 430, COLLEGE AND UNIVERSITY BUSINESS.

POSITIONS OPEN

Assistant Business Manager—For well-endowed Midwestern liberal arts college, 1300 students; to supervise accounting department; handle endowment accounting; prepare reports; budget control and cost study in department of buildings and grounds, dormitories and bookstore; candidate should have several years' experience in small college; prefer man 35 years of age or younger; opportunity for advancement. Write Box CO 270, COLLEGE AND UNIVERSITY BUSINESS.

Assistant Director of Food Service—Medium-sized university; male or female; college graduate with at least 3 years of responsible supervisory experience in college or university food service; position open September 1st. Send complete resumé to: Director of Personnel, NORTHERN ILLINOIS UNIVERSITY, DeKalb, Illinois.

College Administrative Position—Comptroller and Assistant Treasurer of the New England Conservatory of Music; man; preferable under 40, to be business manager of the school; training and actual experience in all phases of accounting theory and practice, office systems and methods, and financial management are primary qualifications; should be familiar with physical plant maintenance and operation either through formal education or work experience; will be expected to be "clerk of the works" in the construction of a new dormitory during 1958-1960; salary will depend on qualifications of applicant; position is available immediately. Applicants should write, giving educational background and experience, to: Dean Chester W. Williams, NEW ENGLAND CONSERVATORY OF MUSIC, 290 Huntington Avenue, Boston 15, Massachusetts.

Food Service Director—Need qualified man immediately to handle food operation in large college student union in the South; two-line cafeteria, grill and some catering; excellent opportunity; salary open. Send resumé of work and credentials to Box CO 273, COLLEGE AND UNIVERSITY BUSINESS.

Registered Nurse—Licensed California to report September 1st required; reside men's college infirmary; salary plus living. Contact J. L. Brainerd, MENLO SCHOOL AND COLLEGE, Menlo Park, California.

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MISCELLANEOUS

Merchandise Wanted—Used Dorm furniture; large lots of same model from colleges, institutions, etc.; anywhere in U.S.A. AJAX FURNITURE OUTLET, INC., 9602 Ditmas Avenue, Brooklyn 36, New York.

The rates for classified advertisements are: 20 cents a word; minimum charge, $4. (No charge for "key" number.)

Forms close 25th of month preceding date of issue.

COLLEGE AND UNIVERSITY BUSINESS
919 N. Michigan Avenue, Chicago 11, Ill.

WHAT'S NEW

August 1958

Edited by Bessie Covert

TO HELP you get more information quickly on the new products described in this section, we have provided the postage paid card opposiite page 64. Circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. COLLEGE and UNIVERSITY BUSINESS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Custom-Modular Cafeteria of Stainless Steel with Continuous Top

Modular base construction combined with continuous custom tops provide standardization with flexibility in the new stainless steel Bastian-Blessing Custom-

Modular Cafeteria equipment. The line permits the design of a cafeteria layout to meet individual requirements at minimum cost. The equipment is designed for use in every type of cafeteria application with modular base units produced to fit any layout. Limitless possibilities are permitted in length, arrangement and layout.

The continuous tops are built with the same freedom from dirt-catching cracks and crevices found in custom built tops. The decorator counter fronts are available in a wide variety of Formica and other plastic laminates with extruded aluminum along the bottom edge and rear surface covered with Formica to prevent water damage. The continuous rolled contour edge on both sides of the top facilitates cleaning and improves appearance. Fully rounded adjustable nine-inch stainless steel legs are standard. The Vapormatic automatic moist heat food warmer which requires no manual filling and operates without steam is included with the Dial-a-Food control. Soda fountain units are also available as part of the Custom-Modular cafeteria equipment. **The Bastian-Blessing Co., 4203 W. Peterson Ave., Chicago 46.**

For more details circle #566 on mailing card.

Automatic Control Package for Unit Ventilators

The new Barber-Colman Automatic Control Package is specifically designed for controlling combination hot and chilled water classroom and office unit ventilators. Combining a dual element, unit-mounted room and discharge controller with an oil-submerged spring return motor operator and a change-over thermostat, the control package provides a precise control system for both room and discharge temperatures.

The control change-over from heating to cooling is automatic with the new control package. The strap-on thermostat activates the unit ventilator control system according to the need and the spring return motor operator ensures positive closing of outdoor air damper on fan shutdown and maximum convection when required. Being mounted within the unit, the dual element thermostat is immune to tampering by unauthorized personnel and is protected from chalk dust and dirt and the problem of finding wall space for mounting. **Barber-Colman Co., Rockford, Ill.**

For more details circle #567 on mailing card.

Thinlite Curtain Wall System Is Complete Enclosure Element

When the elements of the new Thinlite Curtain Wall System are put in place, the wall of a building is completely finished, both inside and out. Thinlite glass units are hollow, two inches thick and 12 inches square. They are assembled at the factory in panels two feet high and either four or five feet wide. Panel perimeters are extruded aluminum which interlock with each other for quick and easy installation. In addition to the panels, the Thinlite Curtain Wall System includes a line of aluminum parts such as sill, jamb, head members and connectors. When panels are bolted into place, gaskets are compressed and automatically form a weather-proof vertical joint. Struts may be used either on the inside or the outside of the building. The attractive and practical system can be installed in record time, a whole side of a building being finished in a day after the basic skeletal structure is erected.

Adapted to buildings of all types, including schools, hospitals, colleges, libraries and other institutions, the Thinlite system is the result of three years of exhaustive studies and engineering. Basic daylighting panels are available in a soft

white for general use, a cool blue-green for severe sunlight exposures, and a golden yellow for non-sun exposures. The basic panels are supplemented with colorful Thinlite ceramic-faced glass panels, vista panels (for vision), decorative glass unit panels, porcelain and other special type panels for flexibility of design. Window panels can be either fixed or projected and arranged in any design desired. **Owens-Illinois Glass Co., Toledo 1, Ohio.**

For more details circle #568 on mailing card.

(Continued on page 58)

Mechanized Accounting Unit Incorporates Typing

The new Burroughs Typing Sensimatic offers a complete mechanized school accounting machine for better administrative control. It combines all the advantages

of Sensimatic accounting with the features of a new 84-character electric typewriter. The exclusive Sensimatic control unit offers automatic control with full flexibility since each control unit can be programmed to perform four or more separate accounting jobs. Control units can be re-programmed for future changes and the Sensimatic is adaptable to specially designed forms as well as to standard forms.

Accounting and typing keyboards on the Typing Sensimatic are arranged so that hands move from one to the other in a natural arc, thus reducing operator fatigue and increasing productivity. Accommodations are offered for all methods of data printing and the unit has built-in operator safeguards. Operators can be quickly trained and any typist can be taught Sensimatic operation and become efficient in a few hours. The machine makes it possible to provide financial information while it is current and reduces operating costs in the accounting department. Several Typing Sensimatic styles are available with a variety of features. **Burroughs Corporation, Detroit 32, Mich.**

For more details circle #569 on mailing card.

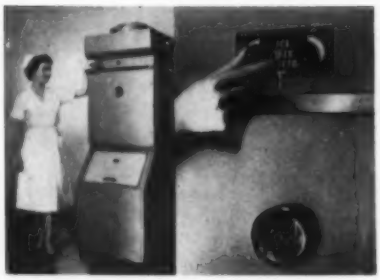
Dry Chemical Extinguishers Provide Fire-Killing Gas

Fire-killing gas is formed when dry chemical powder is sprayed from the new pressurized Fyr-Fyter extinguishers. Two sturdily-constructed, high-capacity dry chemical powder extinguishers with fast action pressurized squeeze-lever construction are now available in the Fyr-Fyter line. The two new models contain 20 and 30 pounds respectively of non-toxic and non-freezing powder which, as a non-conductor, can be used on Class C electrical fires and is effective against Class B flammable liquid fires. **Fyr-Fyter Div., 221 Crane St., Dayton 3, Ohio.**

For more details circle #570 on mailing card.

What's New . . .

Ice-Making Machine Produces Varied Shapes



At the turn of a dial, varied ice shapes, ranging from king-sized crescents to thin-ice wafers can be formed with the new York ice-making machines. Institutions requiring rapid manufacture of clean ice will find the new machines practical since the selector dial can be turned to the desired shape for instant manufacture of the selected shape or size. Three selector-dial models in the machines are now available: an air-cooled model producing 200 pounds of ice per day; a water-cooled machine producing 225 pounds per day, and a larger water-cooled model for institutions requiring 450 pounds per day. **York Corp., York, Pa.**

For more details circle #571 on mailing card.

TOLEDO

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Modern cafeteria equipped with strong, attractive Toledo Tables and Chairs.

University electronics laboratory equipped with Toledo Chairs, Stools and Tables.

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Toledo furniture, backed by over 60 years of metal-engineering experience is already serving over 100 major colleges and universities, who have specified it to minimize maintenance and make operating dollars go farther.

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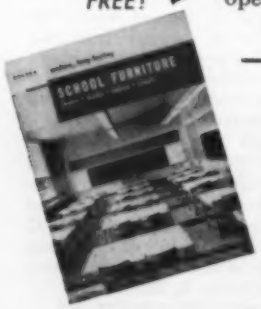

THE TOLEDO METAL FURNITURE COMPANY
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Toledo 7, Ohio, Dept. AS

Send TOLEDO School Furniture booklet to:

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SCHOOL_____

ADDRESS_____

CITY_____ STATE_____

Three Series and Prices in Classroom Furniture

Seating requirements for various classrooms and schools can be filled with the Schoolco line of classroom furniture. Three lines are manufactured by the company: the basic "400" Series; the medium-range "500" Series, the #530 lifting lid desk of which is illustrated, and the premium quality "600" Series. All lines are sturdily constructed with tubular steel legs available in chrome or baked-on enamel finish.

All Schoolco units are correlated in color and design so that units from the various

price series can be purchased in matching or harmonizing colors, as they fit into the budget and seating requirements. This permits flexibility in purchasing. The "500" Series utilizes maple or birch plywood for seats, backs and tops. Leg braces on all units are welded high on the legs, out of reach of students' feet, and plastic spacers are used at all contact points between metal and wood for extra resiliency and more comfort. **Schoolco, Inc., 2401 Grant Ave., Bellwood, Ill.**

For more details circle #572 on mailing card.

Heavy Luminaire Hanger Simplifies Servicing

The Triplex Hanger is a new disconnecting and lowering hanger developed for use with high bay fluorescent, mercury and incandescent luminaires or clusters

weighing from 60 to 120 pounds. Featuring a multiple-fall pulley system, the Triplex permits one unskilled workman to lower, relamp and clean, then reposition heavy lights within minutes. All work is accomplished at floor level with a "dead" fixture which also encourages regular, low-cost cleaning. The new hanger is available with a wide variety of specially designed suspension assemblies to meet the requirements of diversified installations. **The Thompson Electric Co., P.O. Box 873-BA, Cleveland 22, Ohio.**

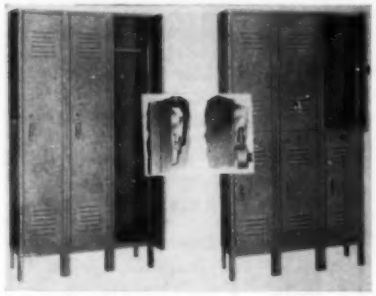
For more details circle #573 on mailing card.

(Continued on page 59)

Steel Locker Line in Twelve Styles

Twelve styles are included in the new line of Penco steel storage lockers. Included are single, double and multiple tier lockers, two-person lockers and duplex lockers providing full height compartments for two people in space usually occupied by one single tier unit. Also in the line are Air-Lite lockers with expanded metal mesh doors for visual inspection and ventilation.

New features of the Penco Series 6000 locker line include internal lift door handle,



continuous strike door frame, full-loop door hinges and optionally available Auto-Lock. The new door handle is fixed and does not move when the latch is operated, eliminating handle replacement due to rough usage. The design also keeps the padlock from marring the door finish. The advanced design and construction features of the new line are incorporated for longer wear, easier operation and improved appearance. **Penco Metal Products Div., Alan Wood Steel, 200 Brower Ave., Oaks, Pa.**

For more details circle #574 on mailing card.

Duplicator Cabinet Has Work Top

Enough working top room to hold a photocopy machine, two paper ejectors and work being processed is offered in the new Photocopy Duplicator Cabinet. Model 212 PDC is a sturdy unit designed to hold even the heaviest photocopy ma-

chines firm and rigid, or will efficiently handle any copy unit. Constructed of heavy gauge welded steel, the cabinet stands 32 inches high with adjustable legs for leveling on uneven floors. The working top is 38¼ by 18 inches in size with right and left pull-out leaves providing additional working area. Complete storage space for photocopy or other equipment plus supplies is provided in two spacious compartments. **Mim-E-O Stencil Files Co., 2027 W. North Ave., Chicago 47.**

For more details circle #575 on mailing card.

(Continued on page 60)

Mary Josita Hall, Clarke College, Dubuque, Iowa
Architects: Barry & Kay, Chicago, Illinois

When only the finest is adequate . . .

Architects specify Fleetlite Sliding Windows!

Section of Fleetlite Sliding Window showing exterior and interior sash, screen, and extruded aluminum frame.

Fleetlite windows offer unequaled economy and ease of maintenance. Self-storing double sash is safely cleaned from inside — provides added insulation to reduce heating and cooling costs. Windows are factory assembled and shipped ready for immediate installation.

Durability, Dependability and ease of operation make Fleetlite the preferred window for dormitories, hospitals and institutional buildings as well as the finest residences.

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"No other equipment costs so little for the service rendered . . . and is appreciated so much."

Mobile Study Unit Has Vinyl-Clad Seat

Five-ply birch or maple seat, reinforced plastic back and plastic laminate top are standard on the mobile Samsonite Study units. Optional finish in units with 16 and 17-inch chair heights is Samsonite Plasti-Shield textured gray or brown vinyl-clad steel for seats and backs. PlastiShield is a vinyl laminated to steel product which is

described as virtually indestructible, stain-proof, slashproof, burnproof and generally constructed to prevent vandalism.

The new Samsonite Study Desks combine the comfortable, compound curve of the student chair with a coordinated and firmly supported top to form a complete mobile study unit. Desk top heights are scaled to seat heights and the desks are available with lift-lid book boxes or with book rack under the chair seat. The tubular steel frame is designed for seating comfort and is available in any of four classroom colors. The enamel finish is electrostatically applied on bonderized steel for maximum durability. **Shwayder Bros. Inc., 4270 High St., Detroit 29, Mich.**

For more details circle #576 on mailing card.

Tolco Fume Hood Is Compact and Portable

Strength, durability and light weight are features of the new compact Tolco Fume Hood. Readily portable, the unit is constructed of Grade AA acid resisting baked-on porcelain enamel over aluminum. Safety glass front and rear windows are trapped behind the hood frame. The hood

is raised by a handle and the entire top opens for easy access to apparatus being used in the hood.

The floor drain is located below the floor level for ease of cleaning. Large rubber feet provide a firm foundation and keep the hood off the bench. The electrical chamber is sealed against entry of explosive fumes and the built-in two-lamp fluorescent lighting has diffusing protective glass. The Tolco Fume Hood has internal built-in fused wiring, light switches, blower switch and utility outlet for connecting heating jackets. **The Tolerton Co., Alliance, Ohio.**

For more details circle #577 on mailing card.

(Continued on page 61)

DAVIS SOUND

"The Master of Ceremonies"

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Complete PA system —built into beautiful TABLE-TOP LECTERN

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- Roving microphone can be added
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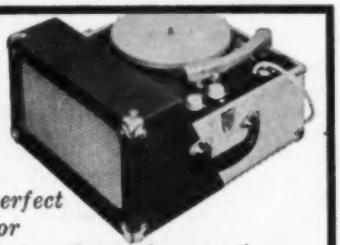

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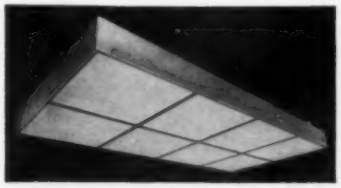
What's New . . .

Preassembled Lighting Unit Is Quickly Installed

Inexpensive and quick installation are features of the new Wakefield Twenty. The broad-area preassembled lighting unit



is seven inches deep and can be installed at low cost in a matter of minutes. The same unit can be joined with duplicate units to form a luminous ceiling if desired. Each unit comes assembled in a carton and is available in four by four, four by six or four by eight foot size. The Wakefield Twenty is mounted by two connections from the back channel and cord and plug sets allow joined sections to be interconnected. Units are available with steel louvers, plastic louvers and vinyl or styrene diffusers. **The Wakefield Co., Vermilion, Ohio.**

For more details circle #578 on mailing card.

Color Chip Rubberlike Is Thermoplastic Floor Covering

A floor-protecting runner for heavy traffic areas in schools and other public buildings is offered in Color Chip Rubberlike. The new thermoplastic floor covering product is flecked with two colors by means of plastic chips added during manufacture. Colors available are red and white or green and white flecks against a black background. **Bird & Son, Inc., East Walpole, Mass.**

For more details circle #579 on mailing card.

Permanent Plastic Top Quickly Covers Worn Desk

Desk-Kap is a permanent plastic desk top tailored to fit any sized desks which have worn or damaged tops. Made from General Electric Textolite, Desk-Kap has

an anodized aluminum edge. It is permanently cemented to the top of the worn desk with special contact cement. Little labor is involved to make desk tops new again.

Various natural wood grain finishes are available in the new tops, as well as several colors to fit the requirements for redecoration or available room colors. No sanding or painting is required in applying Desk-Kaps which permit modernizing of desks in an entire classroom in a matter of hours. **School-Crafters, Inc., 1 Massachusetts Ave., North Adams, Mass.**

For more details circle #580 on mailing card.

Brooms and Mops for Institutional Cleaning

New sweep-type dust mops with swivel-action and new push brooms with wetproof Permene bristles are added to the line of O'Cedar products for heavy duty cleaning. The swivel type mop has an exclusive chrome plated swivel socket permitting the mop to turn in any direction for easy sweeping around corners, in narrow areas and around furniture. The yarn head is quickly removed with a snap-off button for washing.

The three new push brooms retain their lively flicking action even when wet, resist rot and deterioration indefinitely and the Permene bristles give long wear. The brooms are available in 14, 18 and 24-inch sizes. **O'Cedar Industrial Sales Dept., 2246 W. 49th St., Chicago 9.**

For more details circle #581 on mailing card.

Heinz Instant Potato Saves Preparation Time

Time saving and convenience are added to fine flavor, appearance and economy in the new Heinz Instant Potato. Instant potatoes, prepared in small or large batches, permit serving of a Number 10

ice cream disher of fluffy mashed potatoes at a cost less than that of the labor saved. Any quantity can be quickly and easily prepared with portion control.

Only selected Idaho Burbank Russet potatoes are used in making Heinz Instant Potato, assuring high quality with constant price and convenience. In the processing, vitamin and mineral content are protected to assure good texture and flavor. Heinz Instant Potato does not lose its quality in storage, requires minimum storage space, and since it can be treated as a staple, it requires less critical handling. Many variations can be served, such as the potato croquettes pictured. **H. J. Heinz Co., Box 57, Pittsburgh 30, Pa.**

For more details circle #582 on mailing card.

Hydraulic Parkmaster Is Seven-Unit Power Mower

Seven Spartan gang mowers on the hydraulic Parkmaster permit the cutting of 15-foot swaths. A single hydraulic valve raises or lowers the first three gang mowers and the other four have individual hydraulic controls. The flexible unit "overrides" tree-trunks, sand traps and other obstacles without changing course, yet it is as maneuverable in tight places as on the straightway of campus or park. **Toro Mfg. Corp., 3042 Snelling Ave., Minneapolis 6, Minn.**

For more details circle #583 on mailing card.

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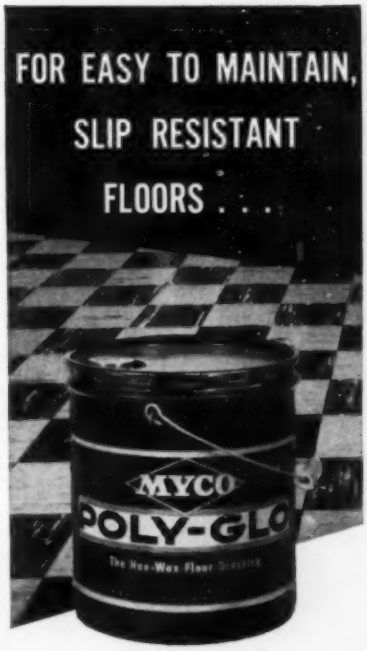

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Exclusive! Wrap Rack

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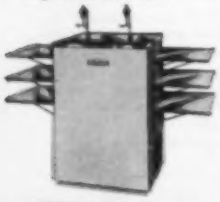

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You'll find Halsey Taylor coolers just right for commercial or industrial applications. They are available in air-cooled or water-cooled models, with sturdy life-time cabinets and sanitary two-stream projectors. Write for catalog or see Sweet's.

The Halsey W. Taylor Co., Warren, Ohio

93

Low-Cost Teacher's Desk Has Durable Plastic Top

Simplicity of line, durability of construction and finish and attractive appearance are features of the new TD series of low-cost teacher's desks. Variety in finish is provided by the maintenance-free plastic tops and drawer fronts which are furnished in maple grain finish, beige, white

or pastel blue. Colors can be combined to make attractive desks with color combinations used for tops and drawer fronts. The desks are constructed to withstand hard daily usage in the classroom. They are available with single or double pedestals, with a variety of drawer arrangements to suit the need. **The Jasper Desk Co., Jasper, Ind.**

For more details circle #584 on mailing card.

Full Range Sight and Sound with Hi-Fi Viewtalk

The Hi-Fi Viewtalk is a new development to achieve full range, rich quality of sound and perfect visual presentation even in a large auditorium. Complete audio-visual equipment is provided in a compact, lightweight unit which is capable of reproducing full tonal range with high fidelity and excellent picture quality.

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cepts film from the projector channel and winds it neatly. A spinning wheel auto feed accepts filmstrip in a standard can directly from the take-up reel. It is not necessary to rewind filmstrips. The complete unit fits into a luggage case for easy portability but either unit of the Viewtalk may be used separately. **Viewlex, Inc., 35-01 Queens Blvd., Long Island City 1, N.Y.**

For more details circle #585 on mailing card.

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E-24

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Learn how to improve your university, hospital or industrial milk serving problem automatically

Meterflo® DISPENSERS
Dept. CU Niles, Michigan

Photo of installation in Brody Hall, M.S.U.

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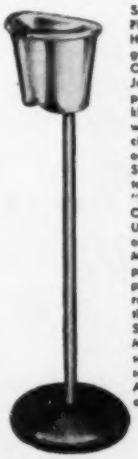

Thousands of BUSINESSES, INSTITUTIONS and INDUSTRIES use SIPCO DUNKING STATIONS as a VITAL AID to FIRE-SAFETY and SANITARY HOUSEKEEPING PROGRAMS.

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MODEL 4J.

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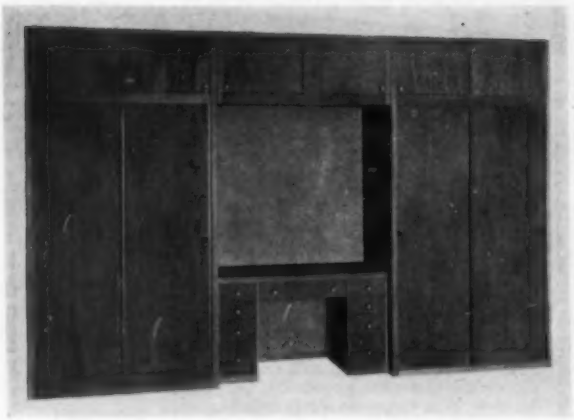

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Mengel Closet Walls are factory-built modular units, shipped K.D. in individual cartons, in 2′, 3′, 4′, 5′ and 6′ widths. They are all 91½″ high, to permit tilt-up installation with 8′ ceilings.

They are easily installed in almost any combination in place of conventional walls, thereby saving floor space and money. They are also widely used as *extra* closets in existing buildings.

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- Cost less than conventional plaster or dry wall closets!
- Interiors equipped with rods, divider partitions, shelves and drawers, as desired. Built-in chest and desk units available on quantity orders!
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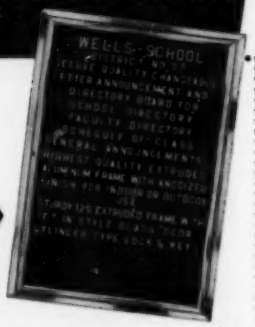

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One Park Avenue, New York 16, New York

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Medart's Gym Seat Catalog contains many ideas on how to get better, safer seating with minimum investment. Write for your copy.

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